DOCUMENT RESUME

ED 406 737 EA 028 302

TITLE	Guide for Program Quality Review: High School.
INSTITUTION	California State Dept. of Education, Sacramento.
REPORT NO	ISBN-0-8011-1279-6
PUB DATE	96
NOTE	152p.; Prepared under the direction of the School Support Teams Office.
AVAILABLE FROM	Bureau of Publications, Sales Unit, California Dept. of Education, P.O. Box 271, Sacramento, CA 95812-0271 ($13.50 plus shipping and handling).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Consultants; *Educational Assessment; *Educational Objectives; Educational Quality; Evaluation Criteria; Evaluation Methods; *High Schools; Outcomes of Education; Program Implementation; *Self Evaluation (Groups); Statewide Planning; Student Evaluation
IDENTIFIERS	*California

ABSTRACT

As the 21st century approaches, more students than ever need to be educated to higher levels so that they can: (1) compete successfully in the increasingly technological job market; (2) participate in the democratic system; and (3) develop strong moral and ethical values and the ability to reach their individual potentials. The new Program Quality Review (PQR) has been designed to help California high schools pursue these goals. This guidebook outlines the components of the PQR process. Five sections describe guidelines for initiating and implementing the model, understanding the role of consultants, gathering and analyzing student work, and conducting a self-review report. The final section contains tools and resources for conducting the PQR process: a sample process for establishing schoolwide learning outcomes, a sample of schoolwide learning outcomes, suggested categories for the student/community profile, and discussion questions. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 406 737

Guide for Program Quality Review

CALIFORNIA DEPARTMENT OF EDUCATION
Sacramento, 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
C. Robinson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EA 028 302

HIGH SCHOOL

BEST COPY AVAILABLE

Guide for Program Quality Review

Prepared under the direction of the
School Support Teams Office
California Department of Education

HIGH SCHOOL

3

Publishing Information

Guide for Program Quality Review: High School was prepared by the School Support Teams Office, California Department of Education, and was published by the Department, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 1996 by the California Department of Education
All rights reserved

ISBN 0-8011-1279-6

Ordering Information

Copies of this publication are available for $13.50 each, plus shipping and handling charges. California residents are charged sales tax. Orders may be sent to the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; FAX (916) 323-0823. See page 128 for complete information on payment, including credit card purchases.

A partial list of other educational resources available from the Department begins on page 129. In addition, the *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department, can be obtained without charge by writing to the address given above or by calling the Sales Unit at (916) 445-1260.

Contents

Preface v

Section One: The Program Quality Review Process

Introduction 2
Requirements for the Program Quality Review Process 3
A Flexible Process 4
Importance of Schoolwide Learning Outcomes 5
Schoolwide Criteria 5
Key Players in the Program Quality Review Process 8
- Role-Specific Discussion Groups 8
- Schoolwide Focus Groups 9
- Leadership Team 9
- Student/Community Profile Committee 9
- Parent Group 10
- Student Group 10

Flow of the Program Quality Review Process 10
Tools to Use in the Program Quality Review Process 10
Products of the Program Quality Review Process 11
Role of Consultants 11
Roles of Governance Groups and Advisory Councils 12

Section Two: Accomplishing the Program Quality Review: One Good Approach

The Model as Example 16
Getting Started 17
Analysis of Evidence and Program Impact 22
Implementation and Follow-Up 28

Section Three: The Role of Consultants

Consultants Assist Schools Throughout the Program Quality Review Process as Needed 32
Ways in Which Consultants Can Assist in the PQR Process 33
Asking the Important Questions 33
Desirable Characteristics of Consultants 34
Tips for Consultants Working Together as a Team 34
Ways in Which Consultants Can Prepare for Their Roles 35
Tips for Consultants Working with Schools 35
Visitation Report 36

Section Four: Evidence, Including Student Work

Gathering Student Work 38
Forms and Expressions of Student Work 38
Analyzing Student Work 41
Other Evidence 43
Synthesis of Evidence 44
Tips for Organizing Information 45

Section Five: Self-Review Report 48

Section Six: Tools and Resources

I. Schoolwide Learning Outcomes 52
A Sample Process for Establishing Schoolwide Learning Outcomes 52
Sample Schoolwide Learning Outcomes from Four Schools 53
Suggested References for Schoolwide Learning Outcomes 59
II. Suggested Categories of Information for the Student/Community Profile 60
III. Discipline-Specific Discussion Questions 61
Career–Vocational Education 61
English–Language Arts 64
Foreign Language 67
Health Education 70
History–Social Science 73
Mathematics 77
Physical Education 80
Science 83
Visual and Performing Arts 86
IV. Discussion Questions for Support Services 89
V. Discussion Questions for Students 91
VI. Discussion Questions for Parents 92
VII. Discussion Questions and Rubrics for Schoolwide Criteria 93

Preface

"As we approach the 21st century, more students than ever need to be educated to higher levels so that they can: (1) compete successfully in the increasingly technological job market; (2) participate in our democratic system; and (3) develop strong moral and ethical values and the ability to reach their individual potentials. Schools must prepare students who know how to think and how to learn; who know how to gather, organize and analyze information and then apply it to solving a problem; and who can work collaboratively with others." This quote from the high school reform document, *Second to None: A Vision of the New California High School*, sets forth clear and challenging goals for high school educators in the state.

To meet these goals, *Second to None* presents a plan for strengthening the quality of high schools. Schools will engage students in a strengthened curriculum so that more students will be prepared for college; they will prepare more students to qualify for technical preparation programs and jobs and will provide effective support and reduce the dropout rate; they will establish an environment of professionalism for school faculty, will initiate effective parent, business, and community involvement, and will make instructional and organizational changes to allow students to reach these higher levels.

The new high school Program Quality Review (PQR) has been designed to help schools pursue these goals. Based on a set of schoolwide criteria that are congruent with the underlying principles of *Second to None*, the PQR process will cause high schools to examine their existing programs in relationship to the learning students demonstrate as a result of this program. Specifically, schools will:

- Analyze the degree to which the learning outcomes developed by the school are achieved by all students
- Involve the school and community's stakeholders in the examination of the school program in interdisciplinary focus groups
- Analyze the program's results through examination of student work and other evidence
- Develop a schoolwide action plan for improvement that will support all students in accomplishing the schoolwide learning outcomes
- Develop a plan for monitoring and reporting progress in implementing the established action plan

The new PQR is a vital mechanism and an ongoing process for deep systemic change in a school. However, quality review is not by itself sufficient to inform educators of all that needs to be accomplished. The culture of the school community should be such that everyone strives to make each and every student succeed in a rich and meaningful program and ultimately become a successful citizen and worker. PQR is a powerful agent for change which must be accompanied by other critical actions on the part of school and district administrators, such as engagement in more performance-based and authentic assessment practices and investment in the professional development of school staff. Taken together, these various actions can help achieve the goals of excellence for *all* students in California's schools.

Note: The Legislature requires every school receiving categorical funding to conduct a Program Quality Review (PQR) at least once every three years (*Education Code* Section 64001 (c)). A high school staff may elect either to conduct a PQR separately or to combine a PQR with a scheduled accreditation review by the Western Association of Schools and Colleges (WASC). The latter option is commonly known as a joint process.

SECTION ONE

THE PROGRAM QUALITY REVIEW PROCESS

Section One: The Program Quality Review Process

Introduction

This guide is designed for both the high school leadership team that will be responsible for the orientation and preparation of the school's PQR process and the individuals who will serve as consultants to the school during its review. The procedures suggested in this guide are designed with the general interests and needs of high schools in mind and may be modified to meet the particular needs of each school.

The goal of the process is to focus on the school's success in achieving its vision for what all students should know and be able to do by graduation as defined by the schoolwide learning outcomes. The two questions that are central to the self-review process are (1) how are the students doing with respect to the schoolwide learning outcomes, and (2) is the school staff doing everything possible to support a high level of achievement of the outcomes for all of its students?

During the PQR process, schools will assess themselves compared to 16 criteria through interdisciplinary discussions. These self-review criteria are organized into the following five categories:

- Vision, leadership and culture
- Curricular paths
- Powerful teaching and learning
- Support
- Assessment and accountability

Each criterion reflects current thinking on high school reform and focuses on the nature of teaching and learning necessary to prepare students for living and working in the twenty-first century. These criteria, which are listed on pages 6 and 7, are identical to those being piloted in the 1994-95 process, *Focus on Learning*, which is a joint PQR/WASC (Western Association of Schools and Colleges) process.

The review process will enable the entire school community to focus, through extensive discussion, on how the school program can be improved so that *all* students in the school can be fully engaged in a high-quality, thinking, meaning-centered curriculum. As part of the process, all stakeholders take part in an analysis of the school program through examination of student work

and other evidence. Discussions of schoolwide outcomes, students' performance and other evidence as they relate to the 17 criteria will lead to the development of a schoolwide action plan.

Successful PQRs occur when there is collaboration among the entire school community, including the principal, the leadership team, parents, business and community members, the school site council (SSC) and other school governance and advisory groups, and district administration. Collaboration within the school community must be established early in the process and be maintained throughout the self review. The result is that members of the school community will be well informed, will participate in important decisions, and will know that their views are valued and useful in the process.

NOTE FOR SMALL SCHOOLS: Many of the schools who choose to conduct a PQR instead of a joint PQR/WASC accreditation process are small schools. Small schools probably need to make some procedural modifications to make the PQR work effectively for them. Occasionally throughout this document, boxes such as this one will be found with notes, tips or further clarification for ways in which smaller schools can modify the process to make it work for them.

Requirements for the Program Quality Review Process

In conducting the PQR, school staff are asked to meet the following requirements:

1. **Collect and analyze evidence, including student work, to be used as a basis for assessing student success and program effectiveness and for developing a plan for improvement.**
2. **Conduct a self review, including:**
    a. A communication process which involves every staff member
    b. Expectations for what all students will know and be able to do by graduation (schoolwide learning outcomes)
    c. A student and community profile which describes and reflects who is in the school's community
    d. A weighing of the school against the 17 criteria (see pages 6 and 7) through interdisciplinary discussions of evidence, including student work

e. A review of each discipline compared to the appropriate State Board-adopted framework with participation and discussion by all staff members who teach that discipline
f. A review by each support group of the effectiveness of their contribution to the success of students
g. Assistance and guidance from consultants assigned to work with the school throughout the PQR process

3. **Develop a schoolwide action plan, including progress on recommendations made from the previous Program Quality Review conducted for that school.**

A Flexible Process

As long as school staff complete the requirements for the PQR, how the review is conducted will depend on the size, configuration and other factors unique to that school. There are as many ways to conduct the self-review process as there are schools. Here are some examples of flexibility:

- Schools with academies or clusters need not reconfigure back into departments to do the discipline review, as long as everyone teaching a particular subject area has an opportunity to reflect upon the success of their program as illustrated by student work and other evidence.
- Gathering and analyzing student work may be done by whatever means the school chooses, as long as the information which is gathered leads to a meaningful action plan.
- How the consultants work with their schools is a decision made among the consultants and the school staff members.

A suggested model for the self review is included in Section Two, "Accomplishing the Program Quality Review: One Good Approach." This approach was developed to promote a logical flow of events while meeting the requirements for the review.

NOTE FOR SMALL SCHOOLS: The list of requirements may appear overwhelming. However, to ensure a high quality education for all students in California, a school must continually review its impact on success of its students. Schools of all sizes should meet the requirements listed above. Meeting the requirements of the PQR process will result in a rich review of student success. Flexibility has been included in the process to accommodate a variety of situations in schools, including size.

Importance of Schoolwide Learning Outcomes

An essential element of systemic school improvement is the collective vision on the part of the school's stakeholders for *every* student: what should our students know and be able to do upon graduation? As a key requirement of PQR, schools are asked to use their vision of what students should know and be able to do upon graduation as a foundation for establishing **schoolwide learning outcomes.** These outcome statements describe the knowledge, skills, and understandings that students should possess when they leave school. The effort to reach these outcomes drives the instructional program and support operations of the school.

Schoolwide learning outcomes are integral to the PQR. The two underlying questions driving the school's review are the extent to which all students are achieving the schoolwide learning outcomes and how well the school's program is supporting achievement of the learning outcomes. The 17 criteria were developed to help schools determine the extent to which they ensure the success of all students in achieving the schoolwide learning outcomes.

In Section Two, "Accomplishing the Program Quality Review, One Good Approach," further information about schoolwide learning outcomes is presented, including what they are, and answers to some common questions. A process for developing schoolwide learning outcomes and examples of these outcomes actually developed by schools in California are included in Section Six, "Tools and Resources."

Schoolwide Criteria

The schoolwide criteria on pages 6 and 7 were developed through analysis of current research and literature and are reflective of a growing consensus on what high schools need to look like to prepare students for successful and productive lives in the twenty-first century. These criteria are thus in alignment with the report of the California High School Task Force, *Second to None*.

SCHOOLWIDE CRITERIA FOR HIGH SCHOOL PROGRAM QUALITY REVIEW

The following criteria reflect what high schools need to look like to prepare students for successful and productive lives in the twenty-first century. These criteria are in alignment with the report of the California High School Task Force, *Second to None*.

A. VISION, LEADERSHIP, AND CULTURE

1. The school has a clearly stated vision or purpose based on its beliefs, student needs, and current educational research. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learning outcomes: what all students should know and be able to do by graduation.

2. The school leadership makes decisions and initiates activities that focus on all students achieving the schoolwide learning outcomes. The leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.

3. The support, utilization, and monitoring of staff facilitate achievement of the schoolwide learning outcomes. Leadership and staff are a part of an organized structure that is committed to professional development.

4. The school is a safe, clean, and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

B. CURRICULAR PATHS

1. All students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the schoolwide learning outcomes.

2. All students have access to the school's curricular paths, assistance with the development and ongoing adjustment of a personal learning plan, and knowledge of realistic postsecondary opportunities.

3. Upon graduation, all students are prepared to continue the pursuit of their academic and occupational goals.

C. POWERFUL TEACHING AND LEARNING

1. To achieve the schoolwide learning outcomes, all students are involved in challenging learning experiences. Teachers utilize a variety of strategies and resources, including technology, that actively engage students and help them succeed at high levels.
2. All students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Collaboration about teaching and learning occurs (1) among staff, (2) between staff and students, (3) among students, and (4) between school and community.
3. Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom.

D. SUPPORT FOR STUDENTS' PERSONAL AND ACADEMIC GROWTH

1. All students receive appropriate support to help ensure academic success.
2. Students have access to a system of personal support services, activities, and opportunities at the school and within the community.
3. The school leadership employs a wide range of strategies to encourage parental and community involvement.
4. The human, material, and financial resources, as well as the facilities available to the school, are sufficient and effectively used to support students in accomplishing the schoolwide learning outcomes.

E. ASSESSMENT AND ACCOUNTABILITY

1. Teachers employ a variety of assessment strategies to evaluate students and to modify the curriculum and instructional practices. Students use assessment results to modify their learning in order to enhance their educational program.
2. The school, district, and community regularly review student progress toward accomplishing the schoolwide learning outcomes. Assessment results are reported to the entire school community on a regular basis.
3. The assessment of schoolwide learning outcomes drives the school's program development and resource allocation.

Key Players in the Program Quality Review Process

To ensure the greatest impact on the school's educational program, all members of the school community should be actively involved in the review process. It is especially important to involve parents, students, community partners, support staff, classified staff, school and district administration, and school faculty in the work of the groups and teams described below. Inviting members of the school community other than faculty members to serve in leadership roles is one crucial means of expanding and validating the review process.

Role-Specific Discussion Groups

Every staff member should be a part of either a discipline discussion group or a support discussion group.

Discipline Discussion Groups. Members of each discipline should form a discussion group to examine the impact they are making on the success of students in their specific areas. Disciplines in which discussion groups should be formed include: English–language arts, career–vocational education, foreign language, health, history–social science, mathematics, physical education, science, and visual and performing arts.

Support Staff Discussion Groups. Staff in each support function should meet to determine the impact they are having on the success of all students. Some support groups that could be formed might include personnel who provide English-as-a-second-language instruction, special education teaching, library and information technology services, counseling and other student advisory services, health services, child nutrition services, custodial services, dropout prevention counseling, building and grounds maintenance, clerical and office support, and administrative services.

The information gathered during these discussions will be used for two purposes. First, it will be used to strengthen and improve the effectiveness of programs. Second, this information will be carried forward to the schoolwide focus groups and used in discussions of schoolwide effectiveness.

NOTE FOR SMALL SCHOOLS: Schools with a smaller number of students may have only one teacher per subject area, or only a few individuals providing all of the support services. In these cases discipline and support group discussions may occur in formats different from those described above, as long as the impact on students of each discipline and each support function is discussed.

Schoolwide Focus Groups

Every school staff member should also play a part in one of the schoolwide focus groups. These groups are interdisciplinary in nature and are organized around the five categories of criteria: vision, leadership and culture; curricular paths; powerful teaching and learning; support; and assessment and accountability. They are designed to promote discussion and analysis across disciplines and support areas so that a schoolwide perspective can be gained. Each schoolwide focus group should have a representative or representatives from each discipline and support group (as number of staff allows) and representatives from parents, students, district, and community.

As has been mentioned before, these groups may be altered to meet the unique needs of a school. However, it is expected that *every* staff member will participate in a review of his or her discipline or support area and in interdisciplinary schoolwide discussions.

Leadership Team

The leadership team will be responsible for facilitating the entire self-review process, creating the schoolwide action plan based on findings from the schoolwide focus groups and coordinating the follow-up process to monitor the implementation of the plan. The leadership team should be made up of the self-review coordinator, school principal, chairs of the schoolwide focus groups, members of the school site council and other governance and advisory groups, and other individuals who play a significant part in the improvement process of the school.

Student/Community Profile Committee

This small group of staff members is responsible for developing the student/community profile. Members of this group can include administrators, school staff members, district evaluation staff members, students, and parents.

Parent Group

A group of parent and community members, including parents who are members of the school's advisory and governance groups, may choose to convene to discuss their contributions to student success as the discipline and support groups are meeting. A set of discussion questions for parents is included in Section Six, "Tools and Resources." Parents are considered key members of the schoolwide focus groups, and should be included in this way.

Student Group

Students are another key component in the PQR process. Students can make an important contribution to the overall process through the schoolwide focus groups. A group of students should be encouraged to discuss their perception of the school and their contribution to it. A set of discussion questions for students is included in Section Six, "Tools and Resources."

NOTE FOR SMALL SCHOOLS: Schools with a small number of staff and other stakeholders may choose to organize these groups differently than described above, as long as interdisciplinary discussions occur around each of the five categories of schoolwide criteria and as long as the rigor of each discipline and the effectiveness of the support programs are considered.

Flow of the Program Quality Review Process

To meet the requirements of the PQR process listed earlier in this section, a general flow of information should occur, regardless of the actual process used. This flow of information should occur in the following sequence: (1) identification of the population the school serves; (2) clarification of the vision for student success (development of schoolwide learning outcomes); (3) analysis of the impact disciplines and support groups have on student success; (4) analysis of schoolwide issues; (5) identification of priorities for schoolwide improvement and the development of a plan; and (6) involvement of all staff in supporting the plan.

Tools to Use in the Program Quality Review Process

The goal of the PQR process is for schools to develop a schoolwide action plan based on the conclusions drawn from analyzing evidence, including student work. The gathering and analysis of evidence begins in the disciplines and the

support groups and continues in the schoolwide focus groups. Conclusions about the effectiveness of the disciplines and the support groups are drawn in the discipline and support group discussions. Conclusions about the effectiveness of the school program are drawn in the schoolwide focus groups.

Three sets of tools have been provided in this document to assist schools in directing their discussions, in choosing what evidence to gather and in making judgments about their program's impact on students. These tools include (1) suggested questions for discipline and support group discussions; (2) suggested questions for schoolwide focus group discussions, including suggested evidence which might be useful to collect and analyze to answer the focus group questions; and (3) rubrics which provide a range of descriptions of what one might find at a school for each criterion. These tools are located in Section Six, "Tools and Resources."

Products of the Program Quality Review Process

The intent of the PQR process is to allow most of the school staff's time and energy to be spent on the review and a minimal amount of time spent writing. Therefore, the numbers and kinds of products have been kept to a minimum. The required products include the following:

- School/community profile
- Brief progress report on implementation of the recommendations from the last PQR
- A summary for each category of schoolwide criteria (vision, leadership and culture, curricular paths, powerful teaching and learning, support, assessment and accountability) based on the analysis of evidence gathered for each category
- Schoolwide action plan
- Visitation reports from consultants

More specific information about developing these products is found throughout the next section, "Accomplishing the PQR: One Good Approach." More specific information about the format of the Self-Review Report is found in Section Five, "The Self-Review Report."

Role of Consultants

The role of the consultants has changed from that of reviewer and validator at the end of the self-review process to that of "critical friend" during the review process. In their new role, consultants will assist the school in analyzing the

effectiveness of the school's program relative to the schoolwide criteria. Consultants will accomplish this by examining the nature and quality of student work; determining the differences between the vision of student work and learning set forth in the frameworks and the actual work students are doing; analyzing schoolwide issues in an interdisciplinary context; deciding what changes to make in the school's program; and developing a viable schoolwide action plan for ensuring that these changes are made. Consultants are encouraged to work with the school at multiple points in this self-review process and assist the school in several ways, depending on the school's needs and the availability and knowledge base of the consultants. Consultants are especially encouraged to participate with the leadership team as the schoolwide action plan develops. The consultants bring a fresh, objective focus to the review and collaborate with the staff to help ensure that the improvements are effective.

Roles of Governance Groups and Advisory Councils

For the purpose of this document, *governance groups and advisory councils* will be the leadership groups in a high school. Those terms will be used throughout this document to avoid confusion between the PQR *leadership team* and the school's *leadership groups*.

Governance groups and advisory councils differ in every high school. Often, there will be a decision-making group and other advisory councils required by statute. High schools that participate in the School-Based Coordinated Program (SBCP) through coordination of funding from school improvement programs (SIP), professional development programs provided by Senate Bill 1882, or motivation and maintenance programs (Senate Bill 65) are required to establish a School Site Council (SSC) which has the responsibility of developing and approving the school plan. Additionally, some high schools receive restructuring funds under Senate Bill 1274 and may have alternate governance structures which function differently from the SSCs but may still be coordinated with them or have overlapping memberships. Finally, high schools may have bilingual, Chapter 1 or other similar advisory committees.

Regardless of the nature of the leadership of the school and because the PQR process engages the entire school community in developing schoolwide plans, consistent and in-depth communication between the PQR leadership team and the school's governance and advisory groups must begin early in the process and continue throughout the entire process.

The PQR process promotes communication because it requires that all members of the school community participate in the discussions of the discipline and support groups and the schoolwide focus groups. Thus, by virtue of being members of the school community, nearly all members of the school's governance and advisory groups will be actively participating in the PQR process. In addition, a special effort should be made to include members of the school's governance and advisory groups on the PQR leadership team.

Formal communication should exist between the PQR leadership team and the school's governance and advisory groups throughout the PQR process. Periodic reports of progress that include issues and concerns discovered during the review and ideas for the schoolwide action plan should be presented and discussed. The plan that is developed through the PQR process should not be considered auxiliary to any other plan that staff are developing. This PQR process was designed to take a thorough look at schoolwide issues which affect the success of all students. By coordinating this process with other efforts related to school planning (required by statute, by district or voluntarily initiated by the school), a plan for school improvement can be developed which is enhanced and endorsed by all leadership and advisory groups.

NOTE FOR SMALL SCHOOLS: In small schools, leadership teams and governance groups may be composed of the same people. What is important in this case is to ensure that from its beginning the PQR process meets the other planning needs of the school, so that efforts will not be duplicated.

SECTION TWO

ACCOMPLISHING THE PROGRAM QUALITY REVIEW: ONE GOOD APPROACH

Section Two: Accomplishing the Program Quality Review: One Good Approach

In the previous section, "The Program Quality Review Process," the requirements for the PQR process were presented (pages 6 and 7). As long as school staff complete the requirements for the PQR, how it is conducted will depend on the size, configuration, and other factors unique to a particular school. There are as many ways to conduct the self-review process as there are schools.

The Model as Example

The model described in this section should be reviewed carefully and used as a guide as the review is planned. This approach was developed to promote a logical flow of events while meeting the requirements for the review. Some schools may choose to follow this model exactly. Some schools may use this approach as a jumping off point, modifying as necessary to meet the needs of their school's size, configuration, staff, and so forth. The model is a good example of a review process which meets the requirements of PQR. A detailed discussion of each part of the review process is included in this section. In addition, whenever a product for the Self-Review Report is discussed, it will appear in boldface type.

Accomplishing the PQR: One Good Approach

Getting Started

1. Select a coordinating body to manage the PQR process.
2. Familiarize the school community with the PQR process.
3. Develop a student/community profile.
4. Begin to develop, refine, or clarify schoolwide learning outcomes.
5. Summarize progress on recommendations from the previous program quality review.

Analysis of Evidence and Program Impact

6. Review the effectiveness of the contribution that each discipline and support group has made to the success of every student.

Analysis of Evidence and Program Impact, continued

7. Discuss how to use the criteria, the essential questions, the rubrics, the student/community profile, and the evidence from the disciplines and support programs in an analysis of the school's program for students.
8. Continue discussions about the contribution of disciplines and support groups to the quality of the school's program.
9. Synthesize all information and evidence gathered and determine the needs for schoolwide growth within categories of criteria.
10. Using findings of the schoolwide focus groups, create a comprehensive schoolwide action plan that will drive achievement of the schoolwide learning outcomes.
11. Have disciplines and support groups review the schoolwide action plan and develop steps to support it.

Implementation and Follow-up

12. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.
13. Continue to work with the school's leadership in ongoing schoolwide planning.
14. Implement changes, monitor the results, and adjust improvement activities as necessary.
15. Report periodically to the community.

Getting Started

1. Select a coordinating body to manage the PQR process.

Generally, one person is designated as the self-review coordinator and is supported by a small group of individuals known as the leadership team. Key members of the leadership team include the self-review coordinator, school principal, chairs of the schoolwide focus groups, members of the school site council and other governance and advisory groups, and other individuals who play a significant part in the improvement process of the school.

The leadership team will be responsible for facilitating the entire self-review process, creating the schoolwide action plan based on findings from the schoolwide focus groups and coordinating the follow-up process to monitor the implementation of the plan.

In getting started, questions for the leadership team to consider are:

- What is the best way for our school to conduct the self review in order to meet the requirements of the PQR process?
- What will the timeline be?
- What process will be used to involve the entire school community?
- How will the interdisciplinary nature of the schoolwide focus groups be ensured?
- When and how will we work with our consultants?
- How will we organize the time to conduct the self review?
- How will we facilitate the gathering and analyzing of evidence, including student work?

2. Familiarize the school community with the PQR process.

Because the entire school community is involved in the PQR process, it is important that early in the year of the review all members have an understanding of their roles and responsibilities. Especially important are the following:

- All members of the school community understand the requirements of the PQR process and the ways in which the process will work for the school
- All members of the school community are aware of the school's vision of what every student should know and be able to do by graduation, and that this vision is or will be expressed in schoolwide learning outcomes
- All staff understand that they have a responsibility for examining the impact their discipline or support area has on students
- All staff understand they will be a part of a schoolwide focus group
- Parents, community members and students understand they will be a part of a schoolwide focus group
- All members of the school community understand the purpose of the consultants and work with them to the greatest advantage

This information will typically be presented to the school's staff during a general meeting in the fall. At this time, a timeline of events should be presented. Leaders of the schoolwide focus groups should be chosen; they will also become part of the leadership team.

While some parents and members of the community may be able to participate in a general staff meeting, most will need to be notified of the PQR process through other means, including newsletters, PTAs, parent forums, school site councils, and business and community advisory groups. These parents and community members are considered key members of the schoolwide focus groups and should be included in the process. A group of parents and

members of the community may choose to convene to discuss their contributions to student success as the discipline and support groups are meeting. A set of discussion questions for parents is included in Section Six, "Tools and Resources."

Students are another key component of the process. They can make an important contribution to the overall process through the schoolwide focus groups. A group of students should be encouraged to discuss their perception of the school and their contributions to it. A set of discussion questions for students is included in Section Six, "Tools and Resources."

3. Develop a student/community profile.

Generally done as the first step in the PQR process, this is an opportunity to consider the school community. Who are the school's students? What subpopulations exist in the school? How successful are **all** students? What are their problems? What are their achievements? Who is the school's staff? What kind of community issues are there?

In developing a student/community profile, the populations which the school serves should be considered. Enough time should be taken to ensure that all student populations are identified and considered, as well as staff and community members. All data that are relevant to the success of the students in the school should be studied. Suggested categories of information are included in Section Six, "Tools and Resources."

In the PQR process, the Student/Community Profile Committee will gather and analyze the data, and from this analysis, they will **write a brief narrative summary that describes the students and community served by the school to be included in the Self-Review Report**. All staff should review the profile and make modifications before a final summary is developed. All school community members should have a copy of this summary as they participate in the self-review process.

A self review will not be complete unless the impact of the school on **all** student populations is analyzed. A knowledge of who the students are and how successful they are provides the basis for the rest of the self review.

4. Begin to develop, refine, or clarify schoolwide learning outcomes.

Learning outcomes are generated from a school's vision of what their students should know and be able to do by graduation. However stated, the outcomes:

- Are broad, yet measurable
- Include all students.
- Are supported by discipline-specific outcomes

- Drive the instructional program of the school.
- Drive the support operations of the school.
- Are integral to the program quality review process

Across the state of California, schools are at many stages in the development of schoolwide learning outcomes. While some school staff have never heard of the phrase, others are beginning to gather the school community together to consider what some potential outcomes might be. Still other school staff are on the fifth draft of their outcomes in an ongoing process of review and feedback.

Wherever a school may fall in this process of developing schoolwide learning outcomes, it's staff will be held responsible for progress in planning, developing and/or refining the outcomes as part of the PQR process and as a part of systemic school improvement.

Who is responsible for schoolwide learning outcomes? The entire school community is responsible for schoolwide learning outcomes. Generally there is a person or committee assigned to give direction to the process of development and adoption, but the entire school community must be included in the process in order for the outcomes to be realized. When the schoolwide outcomes have been developed by consensus with the support of all stakeholder groups, these outcomes will drive everything that happens at the school.

How do we begin to develop schoolwide learning outcomes? Depending on the needs of the school, this process will vary. It is important to know from the start that developing outcomes is a continuous process, and the first set of outcomes which has been generated will most likely be revised as they are used. A sample procedure for developing schoolwide learning outcomes as well as samples of schoolwide learning outcomes are included in Section Six, "Tools and Resources."

What if my school does not have schoolwide learning outcomes? Schools that begin the PQR process without existing schoolwide outcomes are not expected to necessarily have staff consensus on outcomes by the end of the self review. It takes more time than the duration of a self review to conduct a developmental process which allows for support and contribution from all the stakeholders and results in outcomes which truly affect how the school does business. However, staff should have begun the process of developing meaningful outcomes, and may have some "draft" schoolwide outcomes to work with during the self-review process. It may be that the first step of the school's action plan will be to continue to refine the schoolwide outcomes and to

generate more effective discipline-specific outcomes related to the schoolwide outcomes which affect the content and structure of the courses offered.

> **NOTE FOR SMALL SCHOOLS:** Schools with a small number of stakeholders (students, parents, staff, administrators, community) may find it possible to develop meaningful outcomes during the self-review process because the logistics are so much simpler.

We have outcomes for our subject areas. Can these take the place of schoolwide learning outcomes? No, these outcomes are specific to the expectations for the subject area. Schoolwide outcomes answer the question "What does the school experience add up to for students?" However, course outcomes should be tied directly to the schoolwide learning outcomes. Schoolwide learning outcomes are the general, more global descriptions of what students should know and be able to do. Course outcomes describe the learning expected in a subject area. The course outcomes assist in supporting students in achieving the schoolwide learning outcomes. For example, if one schoolwide outcome is: "Students are community contributors who demonstrate positive and productive citizenship," one of the supporting course outcomes for history–social science courses could be, "Students participate in individual, school, and/or community service projects, using community services as appropriate."

Some schools have generated schoolwide learning outcomes by starting with the discipline-specific outcomes and working to find common themes across disciplines. This process is as acceptable as starting with the schoolwide outcomes first.

5. **Summarize progress on recommendations from the previous program quality review.**

The purpose of this section in order to promote the idea of continuous school improvement, is to take the recommendations from the previous PQR, review the actions the school has taken since the last PQR and connect them to the self-review process the school is now undertaking. Schools should consider the following question as they develop this section: How has your school used the major recommendations from your last PQR along with ongoing data to institute school improvement? Each major recommendation from your last PQR should be considered in your response.

The summary of your progress from the previous program quality review will be included in the Self-Review Report.

Analysis of Evidence and Program Impact

6. Review the effectiveness of the contribution that each discipline and support group has made to the success of every student.

This part of the PQR review requires disciplines and support groups to conduct two important activities. The first activity involves each discipline and support group in reflecting on a vision of quality for their area through a review of California curriculum frameworks and other state and national reform documents. Only with a clear vision in mind about a high quality program is it possible to analyze the educational program currently in place. The second activity is to compare the current program with the group's collective vision of quality and determine how this program is impacting their students through an examination of student work and other evidence.

Who should participate in these discussions? All members of the school community should be given the opportunity to discuss with others in their subject area or support group the quality of their work and the effect it has on students. Disciplines can include the following: career-vocational education, English–language arts, health, history–social science, mathematics, physical education, science, and visual and performing arts. Support groups can include those who provide the following instruction, services, or support: ESL, special education, library and information technology, counseling and other student advising, health services, child nutrition services, custodial, dropout prevention, building and grounds, clerical and office support, and administration.

Why review the California curriculum frameworks and other state and national reform documents? This important step in the review process gives school staff the chance to learn what state and national experts, as well as their peers, suggest are current descriptions of quality for their subject areas or support areas. The review of these visionary documents provides a basis against which the existing programs at the school can be judged. Suggestions of useful resources are included at the end of each set of discipline discussion questions found in Section Six, "Tools and Resources."

What is the importance of student work and other evidence in this section of the review process? Because what students learn reflects what is taught and how it is taught, members of the school community, through the self-review process, need to focus on what students are learning and what they are able to do. Through looking at student work, members of each discipline can determine how the program they offer impacts their students. By examining student work and other evidence, each discipline and support group will be able to

make a judgment about whether their programs are allowing students to perform the type of work called for in the frameworks.

This analysis will serve two purposes in the self review:

- Each discipline or support group will know enough through this analysis to eventually determine strategies for improvement of their specific area
- Each member of the school staff will be prepared to participate in the interdisciplinary schoolwide focus group discussions armed with knowledge about what occurs in their specific areas

A more thorough discussion of analysis of student work and the evidence gathering process is included in Section Four, "Evidence, Including Student Work."

What tools have been included in this document to assist schools in this part of the process? To assist the disciplines and support groups in conducting their discussions, a series of discussion questions has been developed for each discipline and for support groups in general, and is included in Section Six, "Tools and Resources." These questions are not required, but can be used by the groups to focus their discussions. **Responses to these questions will *not* be a required section of the Self-Review Report.**

We are accustomed to the past program quality review process in which we presented our "best side" to the review committee. Is this process different? Yes, because in this process your school is responsible for looking honestly at what currently exists by examining student work and other evidence, determining what should be changed, and developing a plan to make the changes occur. It is up to you to gather the evidence that will tell you what your students are learning. Remember, in the new PQR process, there is no validation by outside reviewers at the end of the self-review process. These reviewers now serve as "critical friends" who participate during the review process as consultants. Consultants should guide school staff in an honest appraisal of their program.

NOTE FOR SMALL SCHOOLS: Schools with a small number of students may have only one teacher per subject area, or may have one teacher teaching in a number of subject areas. As part of the improvement process, schools must consider the rigor of their disciplines and the effectiveness of their support programs. This kind of examination need not be done as described above, as long as it is accomplished in a manner which includes review of the frameworks and examination of student work.

7. **Discuss how to use the criteria, the essential questions, the rubrics, the student/community profile, and the evidence from the disciplines and support programs in an analysis of the school's program for students.**

The information gathered during discipline and support group discussions can now be shared in interdisciplinary focus groups, organized around the five criteria categories: vision, leadership and culture; curricular paths; powerful teaching and learning; support; and assessment and accountability.

The purpose of these schoolwide interdisciplinary focus groups is to compare what is happening at the school to the PQR criteria. It is important that the membership of these groups reflects the variety of discipline and support personnel at the school. All members of the school staff should be members of a schoolwide focus group.

As schoolwide focus groups come together for the first time, they will need to come to an understanding of each criterion in their category. Key concepts for each criterion should be identified.

Discussion questions and rubrics. To assist the group members in making a comparison of what is happening at the school to what is suggested in the criteria, two tools are provided: discussion questions and rubrics. The discussion questions were designed to provide focus and guidance as group members complete their analyses. School staffs should be cautioned not to place the emphasis on answering these questions, but on researching the answers to the range of questions so that they can come to some conclusions about the status of their school.

The rubrics have been designed to provide a series of descriptions of high school programs and operations. They describe a developmental continuum from less effective to more effective strategies for ensuring that every student succeeds. As a part of the review process, the focus groups should take the opportunity to determine, as a school, where they fall on the rubric for each criterion.

Evidence. Conclusions which are drawn by the focus groups should be supported by evidence, which will include student work. For many of the discussion questions provided, there is a list of suggested evidence to be considered when answering the questions. At this stage, during the first meeting of the focus groups, as the group members begin to discuss the criteria and discussion questions, the group members should ask themselves, What do we already know? Much of the evidence necessary to answer the discussion questions will have already been addressed in the discipline and support

group discussions. For example, imagine that the Powerful Teaching and Learning Focus Group is looking at criterion C-2:

> All students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Collaboration about teaching and learning occurs (1) among staff, (2) between staff and students, (3) among students, and (4) between school and community.

Clearly, the members of this focus group will be able to provide a variety of responses to this criterion because of their analysis of student work made during the discipline-specific discussions.

The second question that focus group members should ask themselves is, What other information do we need, and how do we get it? At this point, focus group members will return to their discipline or support groups for further discussion about evidence needed to complete their focus group work. For instance, returning to the imaginary Powerful Teaching and Learning Focus Group, after analyzing the evidence which the group members have brought from the discipline and support-specific discussions, it is clear that analysis of work did not reflect the work of every student and that for some subject areas, no evidence was available from various subpopulations. Focus group members would return to the discipline and support discussions to gather more information about every student in the school.

> **NOTE FOR SMALL SCHOOLS:** Schools with a small number of stakeholders (students, parents, staff, administrators, community) may actually have only one or two focus groups to look at the five criteria categories. The gathering of evidence may become a simplified process because there may be less information from which to draw.

8. Continue discussions about the contribution of disciplines and support groups to the quality of the school's program.

Prompted by the schoolwide issues that surfaced in focus group discussions, discipline and support groups are responsible for researching additional information which may be needed to make a judgment about the 17 criteria. The question they should be asking themselves is, What *else* do we need to learn about the impact our program has on students in the areas of vision, leadership and culture, curricular paths, powerful teaching and learning, support, and assessment and accountability?

9. Synthesize all information and evidence gathered and determine the needs for schoolwide growth within categories of criteria.

The final task for the schoolwide focus groups is to take the evidence brought to the focus group from each discipline and support group, plus additional evidence generated by the focus group's members, and draw conclusions about the key areas for improvement for the category. More information about synthesis of evidence can be found in Section Four, "Evidence, Including Student Work." **The results of this analysis should be included in the Self-Review Report.** Each schoolwide focus group will generate a summary of the conclusions drawn as a result of the interdisciplinary discussions of the criteria in their category. All concepts in the criteria must be addressed in the summary, however the format is flexible. Each focus group summary should be no more than five pages long.

NOTE FOR SMALL SCHOOLS: Very small schools may find it difficult to generate 3 to 5 pages of information about each focus group. In such cases, the summaries may be shorter, as long as a summary is prepared for each category of criteria (vision, leadership and culture, curricular paths, powerful teaching and learning, support, and assessment and accountability).

10. Using the findings of the schoolwide focus groups, create a comprehensive schoolwide action plan that will drive achievement of the schoolwide learning outcomes.

The leadership team* will receive the findings from the five focus groups and develop a schoolwide action plan. The action plan need not address all of the focus areas. Depending on the priorities and resources of the school, the leadership team may select one or two urgent and overarching areas on which to focus energy and resources for the next three years.

For instance, a school with a very high percentage of absenteeism may look at nonattendance as a means to focus the specific issues brought up in each schoolwide group. It's likely that many of the issues in each schoolwide category will have a connection to low attendance. The vision, leadership, and culture focus group may examine whether the culture of the school encourages students to attend. The powerful teaching and learning focus group may look at whether students are receiving a powerful and relevant education which causes them to want to come to school. The support focus group may look at the personal, economic, or social issues which affect students' atten-

*In small schools, the leadership team may comprise the whole staff.

dance, and what actions the school staff can take to enable students to come to school.

A clear and specific action plan will be included in the Self-Review Report. This plan should be presented as described in Section Five, "Self-Review Report."

As the leadership team begins to develop the schoolwide action plan, the school governance group, advisory councils, and the school site council should be included as a part of the process. If communication with these groups has been occurring throughout the PQR process and members of these governance and advisory groups have been included in the discipline, support, and schoolwide discussions, then discussions between the PQR leadership team and the governance and advisory councils about the schoolwide action plan will be informed and enriching rather than a formality or a rubber-stamping process. A key part of the discussion should be an assessment of the available funds without which the plan will fail.

What is the relationship between the schoolwide action plan from the PQR process and the school plan required by state statute? The *schoolwide action plan* is developed by the school leadership team and its consultants to address the needs and goals that were identified during the PQR. The *school plan* is developed by the school site council to use the supplemental funds and resources provided by special state and federal programs currently available to the school. Because both the schoolwide action plan and the school plan required by statute have school improvement as their focus, both are strengthened if they can be integrated into a single improvement strategy. How this integration can occur should be one of the early issues addressed as the staff begins the self-review process. For such an approach to be successful, there must be an ongoing dialogue between the leadership team and the school site council.

One strategy for incorporating the schoolwide action plan into the statutory school plan is for the school site council to simply adopt the schoolwide action plan as an addendum to its statutory school plan. The statutory school plan could include annotations and references to this addendum. Another strategy might be to develop the schoolwide action plan, ensuring that the SBCP requirements have been addressed. This would not be difficult, as these requirements (see *Education Code* Section 52853) are quite basic: (1) a clear statement of the goals for the school and what the school staff hopes to accomplish through its improvement strategies to better meet these goals; (2) an analysis of how effective the school's current program is in improving student achievement; (3) a description of the strategies, including the allocation of funds and the use of staff development days, that will be used by the

school staff to support improvement across all populations of students at the school; (4) a description of how and by whom the application of improvement strategies will be monitored or checked to ensure that the strategies are being implemented in the manner and time planned; and (5) a description of how the school will determine if its program improvement efforts have been successful in achieving its goals. Clearly, these two planning processes can be merged into a single process, each complementing the other.

11. Have discipline and support groups review the schoolwide action plan and develop steps to support it.

The schoolwide action plan should be presented by the leadership team to the discipline and support groups. Any initial planning for improvement which occurred in the discipline and support groups as a result of their evidence gathering and program examination should be linked to the schoolwide action plan. Equally important, steps to support the school's priority areas should be developed if these areas have not already been designated as priority by the disciplines and support groups. **These discipline and support group plans will be included in the Self-Review Report** as described in Section Five, "Self-Review Report."

Implementation and Follow-Up

12. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.

There should be a sound process and method established to monitor implementation and accomplishment of the plan, including the accountability of all stakeholders, and key benchmarks. For instance, faculty meetings could be used to discuss progress on sections of the plan on a rotating basis. Or noninstructional days could be used during the year to continue to look at evidence and determine the effectiveness of the action plan based on its impact on the success of students.

13. Continue to work with the school's leadership group in ongoing schoolwide planning.

The process of communication and sharing which began during the PQR process should be allowed to continue and strengthen through the implementation phase, especially if the school staff has successfully joined the PQR schoolwide action plan with the school's planning process. Implementation and monitoring of the plan will then become a cooperative effort between the PQR leadership team and the school's governance group.

14. Implement changes, monitor the results, and adjust improvement activities as necessary.

Although it may seem obvious, the plan does not automatically implement itself after planning. Systematic and ongoing communication among all participants is critical to bring about the improvements. In fact, it may be wise to continue to have the same organizational structures in place that were used to develop the self review and the plan. This means that the principal, the leadership team, the focus groups, and the school staff will continue to ensure that the major improvements called for in the plan are carried out.

Monitoring progress is actually another way of continuing to gather evidence. The evidence that is gathered to monitor progress is no different than what was gathered to develop the schoolwide action plan: student work, success in achieving the schoolwide learning outcomes, and progress toward achieving the goals of the sixteen schoolwide criteria. Thus, the PQR process becomes less of a major event and more of an ongoing process of considering how students are progressing toward achievement of the schoolwide outcomes and whether the staff is doing everything it can to assist its students in achieving the outcomes.

It requires a substantial amount of time for staff at the school to plan together, to share ideas with each other, to solve problems, to review the outcome of their efforts, and to measure their progress in implementing the planned changes. Effective planning and implementation may require modifications in the organizational structure of the school. Planning, implementation, and adjustments to the course of action do not occur without deliberate leadership based on a vision for improvement. Progress must occur regularly and systematically in order to keep the school growing in its capacity for change and in its ability to provide high-quality education for all students.

15. Report periodically to the community.

Each school will choose how to inform members of the community of the results of the PQR and the ongoing self review. Both formal and informal presentations and reports to the governing board, school site council, and other groups can constitute benchmark events that support efforts of the self review. Such printed documents as newsletters to parents and press releases can become routine means of communicating with members of the school community.

NOTE FOR SMALL SCHOOLS: Staff of small schools may find informal communication sufficient for reaching the entire school community.

SECTION THREE

THE ROLE OF CONSULTANTS

Section Three:
The Role of Consultants

Education Code Section 64001(c) states that "school districts shall ensure that for each school in a district operating categorical programs subject to this part, school plans and onsite program reviews are conducted at least once every three years . . . by independent persons not employed by the school district."

Consultants Assist Schools Throughout the PQR Process as Needed

In the new PQR process, consultants satisfy the legal requirement for conducting a PQR. The role of consultants in this new process is that of "critical friend." As such, consultants help broaden thinking, not just validate what has been done. They are expected to ask probing questions and to cause school staff to stretch their own thinking. Since the role of the consultant is to provide assistance during the PQR process, they can be called on as many times as needed throughout the process and as local resources permit. It is strongly recommended that each consultant be available for *at least three days* over the course of the year. The leadership team will decide the best ways to use them and the best times for visitations.

The consultant team should include at least two people, even for very small schools. Two individuals are likely to generate more ideas than one, and the expression of multiple points of view is likely to generate more professional dialogue. For larger schools, more consultants could be added; however, this may depend on local resources. Whatever the actual number, ideally the consultants are quite knowledgeable about the issues in high school reform, and are able to play a facilitating role in helping staff think through changes for improving teaching and learning. *It is strongly recommended that the consultants visit the school as a team.*

It is the role of the district staff and/or the PQR consortium or cooperative director to work with the school's staff to select consultants. Generally, the district will take the lead in identifying consultants; however, school staff may provide suggestions if they have good candidates in mind. Small continuation schools may know of a continuation school in another district also undergoing PQR with whom they can trade consultants' responsibilities. Consultants should be matched with schools prior to the PQR training with consideration

of the student population of the school. For example, continuation high schools might benefit from working with staff members from a neighboring district's continuation high school.

Ways in Which Consultants Can Assist in the PQR Process

Before the consultants' visit, the school staff will need to decide how they can be used to advantage. The focus of conversations with the consultants can range from the collection and analysis of student work to helping a schoolwide focus group in understanding the interdisciplinary nature of their work. Consultants can help schools in a variety of ways throughout the PQR process. They can:

- Help the school plan how to meet the requirements of the PQR process.
- Help the school begin to develop schoolwide learning outcomes.
- Make suggestions on how to collect student work and what to look for while observing students as they work.
- Help the staff analyze the collected samples of student work as it compares to the frameworks.
- Help the staff develop performance standards for the work they analyze.
- Help members of support groups analyze the effectiveness of their programs by assessing their impact on students' success.
- Assist schoolwide focus groups in analyzing and summarizing evidence and then making judgments about their school.
- Offer suggestions for the use of additional resources.
- Help develop or refine the schoolwide action plan.
- Advocate powerful and meaningful learning situations for *all* students.
- Offer suggestions for helping staff who are resistant to change.

Asking the Important Questions

One of the most powerful roles consultants have is to pose the difficult and probing questions throughout the PQR process. Questions such as, "Did you collect the right student work?" "Did you ask the right questions?" and most importantly, "Does your schoolwide action plan include the right priorities?" prompt staff to reflect on the depth of their analysis and the impact they will make on their students. *It is particularly important for leadership teams to involve their consultants as they complete their schoolwide action plans.* At this time the school's consultants can give staff their perspectives on the effectiveness, thoughtfulness, and depth of the plan.

Desirable Characteristics of Consultants

Ideally, the two-person consultant team should have as many of the following characteristics as possible:

- Knowledge about current reform efforts
- An understanding of how high schools can go about changing how they are organized and the way they do business in order to significantly increase student learning
- Experience in different roles in high schools (teacher; school or district administrator; member of district, county, or state advisory committees)
- Experience with developing schoolwide learning outcomes
- Practical teaching experience in high schools
- Knowledge and understanding of the current frameworks
- Knowledge about how technology and other learning resources can be used to improve student success
- Ability to ask probing questions about current classroom instructional practices and, through observations, discussions, and analyses of student work to differentiate between superficial implementation of the framework and powerful learning situations
- Experience as a mentor teacher
- Knowledge about the use of authentic assessment and how the results can be used to improve the curriculum and instruction in the school
- Ability to propose new ways of using instructional time, new roles for teachers, new ways for the school staff to work together, and perhaps new forms of shared decision making that could lead to instructional improvements
- Ability to facilitate group meetings so that each participant feels involved and acquires useful information
- Knowledge of available local, regional, and state resources
- Good interpersonal skills

Tips for Consultants Working Together as a Team

- Consultants should contact one another prior to their first visit to the school, if they have not already done so during training.
- Consultants should exchange information on their backgrounds and determine how they can best assist the staff during the program quality review; e.g., by sharing curricular expertise and experience in group activities. They need to decide who will contact the school to make arrangements for each visit, who will assume responsibility to ensure that each visitation report is completed and given to the school, and so forth.

- Consultants should write a single report after each visit rather than both preparing separate reports.
- After each visit, the consultants should meet to assess, in person or by phone, their effectiveness in assisting the school during the visit and discuss any changes that might make their next visit even more effective.
- Consultants should discuss possible resources and recommendations that they might make to the school.

Ways in Which Consultants Can Prepare for Their Roles

Some consultants may look at what is described as the consultants' role and feel that they need more preparation. There are many ways that consultants can improve their skills in the areas that are described. There are activities throughout the state that can assist consultants in providing information on reform and curriculum, such as the subject matter projects, high school networks, and California School Leadership Academy training. Many counties and districts offer staff development activities related to the frameworks, authentic assessment, portfolio assessment, collegial coaching, and other pertinent areas. If a group of consultants in an area conducted a needs assessment for professional development for their group, the PQR coordinator and/or county or district professional development person might be able to help them find opportunities for professional development.

Tips for Consultants Working with Schools

- Consultants may want to telephone the school to request a profile of school information prior to their first visit.
- Early on, consultants may want to meet briefly with the leadership team and staff at a regular faculty meeting to become familiar with the school, its student population, and its goals and objectives for the PQR.
- Keep the discussions positive. It might be helpful to have previsitation conversations via telephone between the consultants and a member of the leadership team to agree on how to keep discussions positive.
- Work with the leadership team to schedule times that best fit the needs of the school staff as well as those of the consultants. Keep in mind that after-school meetings are not the favorites of many teachers.
- The role of the consultant team is a collaborative one. The more frequently the team can visit and/or talk with the leadership team, the more likely the school will be successful in significantly improving teaching and learning in the school.

Visitation Report

As a record of their visit to the school, consultants should provide the school with a written report of each visit. These reports should be brief (1 to 2 pages) and include comments, analyses, suggestions, and/or recommendations. Consultants may write the visitation report together the day of the visit prior to leaving the school site, or they may choose to send a copy to the school a few days later. In either case, a single report is written together by the consultants for each visit.

SECTION FOUR

EVIDENCE, INCLUDING STUDENT WORK

Section Four: Evidence, Including Student Work

The six most important things to know about evidence in the self-review process are:

1. **Evidence provides the data on which the staff judges its impact on students.**
2. **Evidence is gathered for all student groups in the school.**
3. **Evidence includes the best of what students do, the worst of what students do and the range of what students do in between.**
4. **Evidence drives the schoolwide action plan.**
5. **Evidence drives the discipline and support group plans.**
6. **The gathering of evidence itself will not make a difference until it is analyzed and some conclusions are generated.**

Gathering Student Work

In focusing on student work, it is important to review both their work (products) and their working (performance). In addition to reviewing students' written work, it is just as important to observe students working in the classroom and other school settings, such as the computer lab or the library media center. It is also useful for staff and students to be interviewed about their attitudes toward and perceptions of what is going on in the school, and particularly what students are working on and producing.

One challenge facing schools is how to collect and analyze work representative of *all* students in the school—including students who are developing English-language proficiency and those who have special learning needs. As part of this challenge, schools will need to make sure that student work is collected and analyzed from students who are receiving instruction in their primary languages.

Forms and Expressions of Student Work

Some samples of student work and the forms in which it is collected might include:

- Essays
- Journals
- Reports

- Portfolios
- Writing samples
- Project products
- Supervised practical experience evaluations

Some examples of students working might include:

- Making oral presentations
- Discussing ideas
- Role playing
- Doing individual and group work
- Conducting investigations
- Performing hands-on activities

NOTE FOR SMALL SCHOOLS: This section includes an extensive series of examples of gathering student work. Use this information as a guide for determining what you need to do at your school to get a complete picture of student learning.

Observations. Students should be observed individually (e.g., writing, making oral presentations) and in groups (e.g., group discussions or projects). The primary focus should be students' performance—what they can do, how they proceed, and, most important, **how well they do it.**

Use the discipline questions and the schoolwide focus questions to determine what to look for during classroom observations. While observing the students, focus primarily on what they are doing and learning. Of course, the role of the teacher in facilitating the students' learning experiences is important to observe as well. Additional areas of focus may include availability of materials and use of technology.

Some guidelines to use in observing what students are doing and producing include:

- What student-centered activities are occurring
- What collaborative work projects students are carrying out
- What books, documents, and/or materials the students are using
- What technology the students are using

A structure should be developed for managing the observations and collecting the information to effectively serve the needs of the overall self review. The structure includes which classes will be observed, what follow-up observations are needed and how to take notes to document what is observed.

Observation documents may be the notes teachers make in their everyday work with students; that is, the cues in students' language and behavior which signal their interests, their thinking, and their connections. Rating forms, narrative descriptions, checklists, logs, teachers' journals, and anecdotes have all been used as evidence of students working. In addition, it would be helpful to review notes of observations made by teachers as part of the ongoing assessment of student work and performance as well as students' research journals.

Monitor growth of student learning over time. Keep in mind that student learning is ongoing and occurs over a period of time. Therefore, the assessment of student work and learning should include not only the various types and methods listed above but also an analysis of students' work over time.

Opportunities for student self-assessment. In reviewing student work, staff should note whether students have opportunities for self-assessment. Students should know what is expected of them, and they should be able to monitor how well they are progressing toward these expectations. Thus, there should be some opportunities built into the curriculum for students to assess their own work. For example, students can assess their ability to make oral presentations by viewing themselves on videotape and rating themselves against rubrics developed jointly by students and teachers. They could also assess the growth in their ability to write over the course of the year by evaluating, with their teacher, their own portfolios.

Interviews of students. Students can be interviewed individually or in groups to gather information on how and what students are learning, as well as how well they understand and can use what they are learning. Interviews, both formal and informal, validate and expand information gained through review of student work and classroom observation.

The following are some possible questions to ask students during interviews:

- What kinds of projects do you do?
- How often do you work on a project alone?
- What kinds of problems do you solve?
- How often do you solve difficult but interesting problems for which there are often many possible answers?
- How often do you do research in the library and elsewhere with other students?
- Are the resources, such as books and other materials at your school, adequate for your research projects and other activities?

- How often do you talk about what you have just read with a group of students in your class?
- What kinds of oral reports do you give in your class? How often?
- What kinds of work do you put in your portfolio? Why?
- What kinds of homework do you have?
- What ways can you suggest to better show how and what you know?
- How are you involved in assessing your own work?

Interviews of staff. Teachers, administrators, program coordinators, and library and other personnel at the school can be interviewed about how and what students are learning. Interviews can expand on information gained through review of student work and classroom observation. Staff who are only part-time or district office staff who visit regularly can also be interviewed.

Interviews with and involvement of parents and other members of the school community. Parents (or guardians), including members of the SSC, parents of students with special needs, and members of parent advisory committees, also have a role in the self-review process. Parents especially can provide information about the extent of their monitoring of their children's work and progress. Information from a random sample of parents can be gathered through a survey prepared by the school.

Equally important is information from members of the community. Representatives from local businesses both serve the school and are served by the school. They can provide feedback on how successful the school has been in preparing their students for the work world, as well as how successful the students have become as employees over time. Representatives from local colleges can provide key information on the kind of graduates they look for to meet entrance requirements, and can also provide information on the success rate of the school's graduates once they enter a college or university and do college-level work.

Analyzing Student Work

Once the work of students is collected and observations of students working have been made, this information should be compared, discussed, analyzed, and synthesized in relation to the frameworks and to the schoolwide criteria. It is through these conversations over the frequency, nature and quality of student work that a school can begin to come to decisions for specific improvements.

Discussion questions which have been provided for disciplines, support groups and schoolwide focus groups help to focus the analysis of student work. The intent of these questions is to get to the heart of what students are learning by examining their work. The critical features of work to examine include the nature and type of work, the quality of work, and the frequency with which students are producing specific types of work of specific quality.

How do you know what the nature, quality, and frequency of work should be? First, documents such as *Second to None* address the overall vision for students at the high school level and stress concepts of powerful learning for all students. Second, curricular reference materials such as the frameworks address current thinking about the nature of work within various disciplines.

In various ways, the frameworks also address the concept of frequency. For example, the *Health Framework for California Public Schools, Kindergarten through Grade Twelve,* in describing how an effective health program takes advantage of opportunities for active learning, suggests that there be "abundant opportunities for critical thinking and analysis" (page 24), and that the program provide students with "many opportunities to be engaged in creating and constructing what they learn" (page 24). "A lifelong commitment to health results from knowledge, skills, attitudes, and positive behaviors continually repeated and reinforced" (page 22). The intent here is clear: promoting health literacy is done most effectively with the right content, the right learning experiences, and sufficient frequency to increase knowledge and affect behavior.

The concept of frequency is described similarly in parts of the *Mathematics Framework for California Public Schools, Kindergarten through Grade Twelve.* Characteristics of mathematics programs which empower students include the concepts that "all students frequently work together, sharing and discussing ideas," and "all students frequently reflect their thinking orally and in writing" (page 42). The concept of frequency also appears with a different connotation in this framework, that is, in the sense of "balance." Students need a "balanced diet of different types of work: short exercises, interesting problems, collaborative tasks, and larger, long-lasting projects" (page 4). Analyzing the work of students with respect to frequency is not always as simple as "counting how often." Other more subtle interpretations of frequency are possible; in the end, analysis of student work with respect to frequency, as with quality, is best done with a deep understanding of the relevant framework.

Analyzing student work with respect to quality gets to the very heart of learning. It allows an assessment of how well a student understands a concept and how well that understanding can be applied or demonstrated by perform-

ing a task. Ultimately, this form of analysis can lead a school to determine how well its students are reaching the schoolwide learning outcomes. Finding appropriate assessment tasks is not easy, nor is it always clear what standards should be used to judge this work. However, as these standards emerge locally, at the state level, and nationally, this may become easier. Increasingly, educators are fostering a common expectation of quality work by working with their students to establish such standards for various assignments. These "assignment-specific standards" could be very useful in a school-level analysis of the quality of work within a discipline.

School staffs will need to develop their own strategies with which to analyze student work within and across disciplines. Using discussion questions to guide the analysis may help but is by no means the only strategy. Whatever the strategy, it is important that student work be analyzed in order to understand the impact of the overall program on the success of every student.

Other Evidence

Discussion questions have been developed as a tool to help schools investigate their status in relation to the criteria. These questions help to focus on the key concepts in each criterion.

In responding to the discussion questions, the school staff will need to consider a variety of evidence. In most cases, student work will provide the information necessary to develop an adequate response. However, student work is just one of many key sources of information the staff will use. For example, the master schedule is a rich source of information. Examining the master schedule can show the depth and variety of class offerings, whether or not there is access to all classes for all students, the existence of interdisciplinary offerings, the kinds of assignments made to teaching staff, the extent to which scheduling is flexible, and the variety of class length. A second example of key evidence is the student/community profile. Decisions made about all aspects of the school program, learning outcomes, curriculum, support, and assessment, tie back to who the school serves and the unique needs of that population.

Suggested evidence is included for some discussion questions as an additional tool which might be useful for conducting a rich and thorough discussion about the school program relative to the criterion. When evidence is suggested for a question, it serves as a reminder of which information is considered key to a complete investigation of the topic.

Synthesis of Evidence

One of the most important features of the PQR process is the emphasis on analysis and synthesis. Rather than gathering information for a review team to use in coming to some conclusions about the school, this process directs the members of the school community to gather information from across the school, analyze it, and generate conclusions themselves about the school.

This adds a step which has not be emphasized before: synthesizing data which comes from a variety of sources. For example, when the history–social science staff meet to discuss the impact they are having on the students in their classes, each teacher will be bringing work from his or her students and other evidence about their programs to the discussion. Assuming they are using the discussion questions for history-social science included in this document (Section Six, "Tools and Resources"), one of the questions they will be addressing is, "Which examples of their work show that students are using critical thinking skills appropriate to history–social science to analyze issues and problems?" In answering this question, all members of the history–social science department will contribute enough examples of the work and performance of their students so that all subpopulations are represented. Then, as a group, teachers can make a decision about how often and how effectively students are using critical thinking skills to analyze issues and problems in history–social science classes. Once this is determined, another decision can be made as a group whether or not these skills are being applied at an acceptable level, and what should be done if they are not.

Evidence is also analyzed and synthesized by the schoolwide focus groups. For example, when the members of the focus group for assessment and accountability meet, it is their responsibility to make decisions about the school relative to the three schoolwide criteria in that category. First, they will examine evidence brought by the discipline and support group representatives related to each criterion. This is likely to be guided by the discussion questions and the suggested evidence to be considered. For instance, when examining criterion E1, which states,

> Teachers employ a variety of assessment strategies to evaluate students and to modify the curriculum and instructional practices. Students use assessment results to modify their learning in order to enhance their educational program,

each member of the focus group will be contributing the evidence which has been gathered during their discipline or support group discussions related to

the discussion questions for criterion E1, which are as follows:

- How do teachers know whether students have acquired a particular body of knowledge and can perform at a particular level?
- How is assessment tied to desired learning results for students at various levels (e.g. unit, course, program) and how does information from this assessment affect curriculum?
- What is assessment like for students whose primary language is not English—assessment of both content knowledge and English proficiency?

A group discussion of the evidence will allow a general conclusion to be drawn about teachers' and students' use of assessment throughout the school. Similarly, conclusions will be drawn about criterion E2 and criterion E3. Armed with conclusions about all three criteria for assessment and accountability, the focus group will be ready to develop a summary to be included in the Self-Review Report.

Tips for Organizing Information

Each member of the schoolwide focus group brings to the group a wealth of information, evidence, and student work obtained in discussions held in their discipline or support group. It is the responsibility of the focus group to take the information from a variety of sources and draw more general conclusions about how the school's educational program is affecting students. The following strategies could help schoolwide focus groups to organize information and begin to draw conclusions.

Organizing by discussion questions. Discussion questions are included as a tool for every criterion. Focus group members can sort the evidence they have gathered in their discipline/support group discussions by these questions. Other questions may be added if the focus group thinks it is necessary.

Organizing by criteria concepts. As an alternative, focus group members can identify the key concepts for each criterion in their focus area, and then sort the evidence gathered from their discipline/support group discussions by these concepts which have been identified by the group.

Organizing by boldfaced phrases in rubrics. The rubrics were designed with the key phrases highlighted in boldface type. Another possibility for sorting evidence is to use these boldfaced phrases as the organizers.

Organizing by matrix. Each member of the focus group describes on a 3 x 5-inch index card what occurs in their discipline/support group for each organizer.

One member of the focus group volunteers to sort all cards and develop a matrix. When completed, all members of the focus group receive a copy of the matrix to be used in group discussion. The matrix provides a good overall picture of students' progress schoolwide and forms the basis for generalizations and conclusions.

SECTION FIVE

SELF-REVIEW REPORT

Section Five: Self-Review Report

The Self-Review Report should be completed and sent to the California Department of Education with the appropriate signatures by June 30 of the review year. Please send to the following address:

California Department of Education
School Support Teams Office
721 Capitol Mall, 2nd Floor
Sacramento, CA 95814

The following sections should be included in the Self-Review Report:

A. Completion Form

Included on the completion form should be the signatures of the school principal, the consultants who assisted in the review process, and the district PQR coordinator or other representative from the district. Use the form on page 50 to make a copy for the school to complete.

B. Table of Contents

C. Overview of Process

Using the "Flow of the PQR Process" paragraph on page 10 as a guide, explain briefly how the school accomplished the PQR process, including when it began, how the discipline and support group discussions were conducted, how the schoolwide focus groups were organized, and who was on the leadership team.

D. Student/Community Profile

Include a one- or two-page summary which describes the school community.

E. Progress Since Last Visit

Schools should consider this question as they develop this section: "How has your school used the major recommendations from your last PQR along with ongoing data to institute school improvement?" Each major recommendation from the last PQR should be considered in the response.

F. Schoolwide Learning Outcomes

Discuss the process used to develop the schoolwide learning outcomes and the progress to date.

G. Schoolwide Focus Group Summaries

Prepare a 3- to 5-page summary of findings for each category of criteria. In addition to including conclusions drawn from examining evidence, these summaries should include where staffs placed their schools on the rubrics and their rationale for doing so, identification of areas for improvement, and suggested next steps.

NOTE FOR SMALL SCHOOLS: Very small schools may find it difficult to generate 3 to 5 pages of information about each focus group. In such cases, the summaries may be shorter, as long as a summary is prepared for each category of criteria.

H. Schoolwide Action Plan

The schoolwide action plan will include the key areas for improvement which the school has identified as priorities for the next three years. In each area identified for improvement, the following information should be presented:

- Statement of area identified for improvement
- Rationale for choosing this area
- Which schoolwide learning outcomes are addressed
- Which schoolwide criteria are addressed
- Specific steps included in the plan for improvement in this area
- Time line
- Person(s) responsible for effecting these improvements
- Resources allocated, including fiscal resources
- Ways of assessing progress
- Means of reporting progress to all stakeholders

I. Discipline/Support Group Strategies for Implementing the Schoolwide Action Plan

State specific strategies to be used by the staff within each discipline and support group in order to improve the key areas of the schoolwide action plan.

J. Visitation Reports

There should be a written record of each visitation at the school. Consultants' comments, analyses and/or recommendations should be included in each report.

Program Quality Review
High School Level

CDS CODE

County	District	School

California Department of Education
SCHOOL SUPPORT TEAMS OFFICE
(916) 657-2930

PQR Completion Form

County _____ District _____

School _____

Contact Person _____

Telephone _____

Consultants:

1) Name: _____ 2) Name: _____

Position: _____ Position: _____

District: _____ District: _____

Visitation dates _____

Date ***Schoolwide Action Plan*** completed _____

We certify that the PQR process (including the development of the schoolwide action plan) has been completed.

_____ _____
Principal's signature Date

_____ _____
Consultant's signature Date

_____ _____
Consultant's signature Date

_____ _____
District PQR coordinator's signature Date

Date PQR Completion Form submitted _____

Mail one copy of the Self-Review Report to:

California Department of Education
School Support Teams Office
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-2930

SECTION SIX

TOOLS AND RESOURCES

I. **Schoolwide Learning Outcomes**
   - A Sample Process for Establishing Schoolwide Learning Outcomes
   - Sample Schoolwide Learning Outcomes from Four Schools
   - Suggested References for Schoolwide Learning Outcomes

II. **Suggested Categories of Information for the Student/Community Profile**

III. **Discipline-Specific Discussion Questions**

IV. **Discussion Questions for Support Services**

V. **Discussion Questions for Students**

VI. **Discussion Questions for Parents**

VII. **Discussion Questions and Rubrics for Schoolwide Criteria**

Section Six: Tools and Resources

I. Schoolwide Learning Outcomes

A Sample Process for Establishing Schoolwide Learning Outcomes

This process can be used to help a school begin to develop schoolwide learning outcomes. Use this along with the articles listed in the Suggested References on page 59.

Step One Invite stakeholders–staff, students, parents, business people, central office personnel, school board members, and so forth. Participants should sit at tables to encourage discussion.

Step Two Overview the entire process including "why." Review the literature. (Participants are going to build a collective meaning for "outcomes" and their purpose.)

- ❑ Give each table one copy of each article used to help them understand where we are in education and where we need to be (see Suggested References for Schoolwide Learning Outcomes, page 59).
- ❑ Give a very brief introduction for each article. Participants have 15 minutes to read/skim their articles.
- ❑ Expert groups (those who read the same article) meet and discuss their article (three minutes per person).
- ❑ Participants regroup and share the main ideas from their articles (three minutes per person).

Step Three Table groups discuss, "What are some purposes of the schoolwide learning outcomes? (five minutes). Then share briefly with the other groups.

Step Four Table groups discuss, "What should *every* student who leaves our school be able to do, know, understand, or value to be successful in the real world?" (The wording here is critical.)

- ❑ Individuals write a maximum of eight schoolwide learning outcomes (10 minutes).
- ❑ Table groups reach a consensus on a composite list of 10 schoolwide learning outcomes (15 minutes). The individual results may be merged, dropped, or kept intact to create the table's list.

- ❑ Tables pair up and reach consensus on a composite list of 12 schoolwide learning outcomes.
- ❑ Post the composite lists of all table pairs and make one consensus composite list of a maximum of 14 schoolwide learning outcomes.

Step Five Each group identifies which schoolwide learning outcomes currently are assessed formally and which are not.

Subsequent discussions should begin to address how those schoolwide learning outcomes could be assessed and how all classes, courses, and disciplines could establish outcomes that support the schoolwide learning results.

Sample Schoolwide Learning Outcomes from Four Schools

School Number 1

Learner Outcomes for Student Success

Effective communicators who:

- Convey significant messages to others both verbally and in writing.
- Receive and interpret the messages of others in an effective manner.

Complex thinkers who:

- Apply complex problem-solving processes and critical thinking to real-life scenarios.
- Analyze, interpret, and evaluate significant concepts within various contexts.
- Create images to represent significant concepts.

Quality producers who:

- Create intellectual, artistic, practical, and physical products.
- Reflect original high standards and the use of advanced technology.
- Set, pursue, and accomplish effective goals with others.

Collaborative workers who:

- Use effective leadership skills to foster, develop, and maintain relations within diverse settings.
- Establish and accomplish effective goals with others.

Self-directed learners who:

- Assess their needs and apply appropriate strategies to learn the identified concepts and skills.
- Use effective goal-setting strategies to create a positive vision for themselves and their future in order to set priorities and achievable goals.

Community contributors who:

- Contribute their time, energies, and talents to improve the quality of life in our schools, communities, nation, and world.

School Number 2

The School's Purpose Statement:

A strong core curriculum in the traditional disciplines forms the foundation which challenges and supports students to work hard on assignments to meet high standards. It engages students in the learning process so that they are active participants who can seek accuracy, apply their knowledge across areas of learning, and persist when answers are not apparent. In order for students to become independent learners, the following interdisciplinary expectations for lifelong learning have been developed:

1. **Articulate ideas clearly, creatively, and effectively.**
2. **Develop meaningful questions.**
3. **Design and implement appropriate strategies to solve various problems.**
4. **Use the evaluation process by establishing and applying criteria to support judgment.**
5. **Work effectively as a member of a self-directed team.**
6. **Exhibit social responsibility.**
7. **Design, establish, and pursue goals, both personal and professional.**

School Number 3

Domains and Outcomes

These are our goals of education. They are brief, narrative descriptions of what we expect every graduate to understand and to be able to do.

Effective Expression and Communication

- Students read, write, talk, listen, and do math for enjoyment, to understand themselves, to increase knowledge, and to develop and communicate their ideas.
- Students show that they use and make visual art, music, and performance art to consider and present their thoughts and feelings.

- Students do mathematics used in everyday situations and within particular professions, and they demonstrate that they understand mathematically-based concepts that arise in public policy issues.
- Students read, write, speak, and comprehend in Spanish or French.
- Students use the technology which they need to articulate and communicate their ideas.

Self-Awareness and Self-Esteem

- Students show that they appreciate their individuality, family background, community history, and cultural heritage.
- Students show that they understand the responsibilities of being sexually active and develop safe habits.
- Students show pride in themselves, demonstrate respect for others, and develop self-discipline.
- Students take their dreams and develop goals and plans for action.
- Students show that they recognize their strengths and cope with their weaknesses.

Taking Responsibility and Preparing for the Future

- Students demonstrate that they know what it takes to succeed in college and in the world of work.
- Students show that they know about a variety of lifestyles and that people can make choices about how they live their lives.
- Students develop personal plans for what they are going to do after graduation, and they do what is necessary to put their plans into action.
- Students develop their physical potential and demonstrate habits of health and safety.
- Students make informed decisions about and develop responsible habits toward the environment.

Social Interaction and Effective Citizenship

- Students demonstrate a commitment to the community by doing projects that involve the community.
- Students demonstrate an awareness of the groups of which they are a part.
- Students show that they understand how local, national, and international political processes work, and that there are a variety of ways in which individuals can participate.
- Students demonstrate an understanding of the roots, character, and goals of various liberation movements in the past and present.

Critical Thinking and Problem Solving

- Students question, analyze, and evaluate information, interpretations, and conclusions as presented in variety of media.
- Students show that they see different sides of issues.
- Students learn how and when to use the scientific method and to reason mathematically.
- Students demonstrate that they understand the different ways statistical information is collected and presented.
- Students speak up for themselves and others by either challenging the system or working to survive within it.

Cultural and Historical Involvement

- Students develop a sense of time and place within geographic and historical frameworks.
- Students demonstrate that they understand cultural differences and common experiences among people in and out of school.
- Students show that they understand the role of art and culture in society.
- Students relate present situations to history.
- Students demonstrate that they understand their own roles in shaping culture and history.

Valuing and Ethical Decision Making

- Students demonstrate that they value honesty, justice, fairness, equality, self-discipline, and cooperation.
- Students show that they appropriately respect, consider, or challenge the values of others.
- Students evaluate dilemmas ("doing the right thing") in their lives or in the world and take stands which reflect their value systems.
- Students explain and defend personal decisions in reference to ethical consequences of an individual's action.
- Students use moral reasoning to make choices about their membership and involvement in the school community.

School Number 4

Present and Future Conditions

- Cultural diversity
- Changes in family structure
- Rapid pace of technological change
- Changing nature of social conditions
- Changes in the workplace
- Uncertain standards of living
- Interdependence in a global economy
- Global environmental crisis

PLUS

Our Beliefs

- Every student can learn.
- Every student can develop a positive self-concept.
- Every student is capable of developing a life plan.
- Every student is capable of quality work.
- Every student will flourish in a positive environment.

DETERMINE

District Exit Outcomes

Perceptive thinker

- Identifies, analyzes, integrates and applies information
- Utilizes multiple frames of reference
- Makes responsible decisions

Collaborative contributor

- Demonstrates effective leadership
- Uses group skills
- Develops cooperative relationships within varied cultures and settings

Involved citizen

- Uses self initiative
- Contributes to the welfare of others and self
- Supports local/global environment
- Demonstrates physical, mental, and emotional well-being

Innovative producer

- Creates original, quality products
- Uses appropriate technology

Self-directed achiever

- Formulates positive personal values
- Sets priorities and goals
- Pursues realistic goals
- Evaluates progress

Adaptable problem solver

- Anticipates and assesses problems
- Adapts to rapidly changing conditions
- Solves complex problems

Effective communicator

- Combines listening with verbal, nonverbal, and written skills
- Communicates in a variety of situations
- Utilizes technological tools

DETERMINE

Site outcomes

Program outcomes

Course outcomes

Unit outcomes

Suggested References for Schoolwide Learning Outcomes

Below are suggested references for building, clarifying, and evaluating schoolwide learning outcomes.

Asayesh, Gelareh. "Staff Development for Improving Student Outcomes," *Journal of Staff Development*, Summer, 1991.

Charting the Course Toward Instructionally Sound Assessment. San Francisco: California Assessment Collaborative, 1993.

Diez, Mary E., and C. Jean Moon. "What Do We Want Students to Know? . . . and Other Important Questions," *Educational Leadership*, May, 1992.

Eisner, Elliott. "What Really Counts in Schools," *Educational Leadership*, February, 1991.

Fitzpatrick, Kathleen A. "Restructuring to Achieve Outcomes of Significance for All Students," *Educational Leadership*, May, 1991.

Hay, LeRoy E., and Arthur Roberts. "Curriculum for the New Millennium: Trends Shaping Our Schools." Fairfield, Conn.: Fairfield Public Schools, n.d.

McDonald, J. "Steps in Planning Backward: Early Lessons," *Studies on Exhibitions* (No. 5). Providence: Coalition of Essential Schools, Brown University, 1992.

Marzano, Robert J., Debra Pickering, and Jay McTighe. *Assessing Student Outcomes*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1993.

"Pursuing Our Commitment to Life-Long Learning." Aurora, Colo.: Aurora Public Schools, 1992.

Redding, Nora. "Assessing the Big Outcomes," *Educational Leadership*, May, 1992.

Spady, William G. *Future Trends: Considerations in Developing Exit Outcomes*. Eagle, Colo.: High Success Network, 1987.

II. Suggested Categories of Information for the Student/Community Profile

1. **Student indicators, all students and by sub-populations**
   a. Enrollment patterns
   b. Transiency of students
   c. Attendance/dropout data
   d. Ethnicity
   e. English proficiency
   f. Gender/age mix
   g. Participation in free/reduced-price lunch program
   h. Special needs populations
   i. Suspensions/expulsions
   j. Health issues/child abuse
2. **Attendance patterns**
   a. All students
   b. Subpopulations
3. **School surveys/interviews**
   a. Student
   b. Parent
   c. Community
4. **Schoolwide data on student performance, by subpopulation**
5. **Schoolwide trends of student intentions after graduation, by subpopulation**
6. **Staff**
   a. Composition/ethnicity/mobility of all staff
   b. Qualifications/certification for assignments
   c. Professional development
7. **Staff/pupil ratios by program/discipline**
8. **School/district growth needs**
9. **District policies/school financial support**
10. **External factors**
    a. State/federal program mandates
    b. Community/foundation programs
    c. School/business relationships
    d. Parent/community organizations
    e. National/international community projections/trends

III. Discipline-Specific Discussion Questions

CAREER–VOCATIONAL EDUCATION

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the career–vocational education model curriculum guides and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in career-vocational education, these questions have been designed to generate discussion among the school staff who teach career-vocational education. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. **What evidence exists to indicate your programs are based upon standards such as the following?**
    - Model Curriculum Standards
    - National Standards
    - Business and Industry Skill Standards
2. **What student work would demonstrate effective integration of academic and vocational curricula?**
3. **In what ways are students using technology as a problem solving tool in their chosen career cluster?**
4. **How are opportunities to participate in vocational student organizations or similar citizenship and leadership activities integrated in each program?**

5. How is theory combined with practical application in your courses. Give examples of student work which demonstrates their ability to combine practical application with theoretical knowledge.
6. Describe your system for workplace-learning type activities and how these fit into program sequences.
7. What evidence do we have that students are technologically literate when they graduate from high school?
8. Do students have information and experiences necessary to make informed occupational and educational choices? What evidence shows this?
9. What evidence exists that career awareness and planning is part of each student's personal learning plan?
10. Have students been assessed to determine aptitude and interest before they select a particular career cluster? What evidence exists that students pursue a career cluster based on aptitude and interest?
11. What evidence exists that staff uses a variety of program promotion techniques to inform students, parents, and counselors about course content, program sequence, as well as career and educational opportunities.
12. What data is available regarding student ability and success in making the school-to-work transition, as well as those pursuing advanced education through an ROC/P, a community college or a four-year college or university?
13. In what ways are teachers using authentic and performance-based assessment to determine student competency in specific occupational areas?
14. Describe the assessment components (cumulative and on-demand) implemented for students to demonstrate achievement and application of knowledge.
15. What evidence exists of assessment at the beginning of a course sequence to determine individual student levels of competence?

Discussion Resources

The following resources are available from the individual vocational education units in the California Department of Education.

- *Challenging Standards for Student Success*. Sacramento: California Department of Education, 1995.
- Programs of Excellence Strategies Manuals, Program Improvement and Certification
- Model Curriculum Standards
- Vocational Student Organization Handbooks
- Program Sequence Guides
- Performance-based Assessments
- Promotional Products

ENGLISH–LANGUAGE ARTS

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the *English–Language Arts Framework* and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in English–language arts, these questions have been designed to generate discussion among the school staff who teach English–language arts. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. **How do both the core and the extended literature reflect the real challenges, issues and dilemmas faced by the student body and its community?**
2. **How does the language arts staff encourage the view that the home or primary language and culture are bases for academic learning?**
3. **How does your program create life-long readers and writers?**
4. **How are all students, including those whose primary language is not English, involved in a literature-based program that encourages reading and exposes students to significant literary works?**
5. **How are the conventions of language such as grammar, punctuation and spelling taught as a means of helping students become competent, fluent users of language?**
6. **How does your program integrate the teaching of listening, speaking, reading and writing?**
7. **How does the language arts program provide for the development of metacognition and higher order thinking in meaningful contexts?**
8. **How are students guided in using the writing process as a means to refining their ability to write clear, cogent, concise prose?**

9. **How does your language arts program provide oral language opportunities in which all students experience a variety of individual and group speaking and listening activities integrated with reading and writing?**

10. **To what extent do students apply language arts beyond specific instructional times?**
    - How many of your students read during their free time (literature, comic books, newspapers, magazines, etc.)?
    - How many of your students write during their free time (letters to editor, "Dear Diary," journals, poems, etc.)?
    - Do you have a Debate Club and a Journalism Club? What percent of students are involved ?
    - What publications does the school produce? How widely are they distributed? What is the quality? What number of students contribute?

11. **What writing modes are your students experienced with and able to use effectively?**

12. **To what extent can students, when given a task, work collaboratively, advancing the discussion and articulately sharing their views with others?**

13. **To what extent do your students' written and oral work reflect an understanding and synthesis of works previously read and discussions previously held? Is this true for all your students?**

14. **How do students and teachers use portfolios to assess learning? (print, audio, and video records) Do the portfolios contain:**
    a. evidence that students effectively use the writing process?
    b. evidence that students effectively employ various modes?
    c. evidence that students use writing to construct meaning from texts?
    d. evidence that students use writing to better understand themselves and the world around them?
    e. evidence that students are aware of their academic growth?
    f. evidence that students read thoughtfully?
    g. evidence that students apply what they read to real life situations?
    h. evidence that students have opportunities for speaking and listening?
    i. evidence that students regularly reflect on their own learning?

15. **How are classwide and small-group discussions used to assess student learning?**

16. **How are dramatic or visual presentations used to assess student learning?**

17. **To what extent is teacher observation used to assess student learning?**

Discussion Resources

California Learning Record Handbook. Sacramento: California Department of Education, 1993.

Challenging Standards for Student Success. Sacramento: California Department of Education, 1995.

English–Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1987.

Every Child a Reader: The Report of the California Reading Task Force. Sacramento: California Department of Education, 1995.

The Framework in Focus: Answers to Key Questions About Implementation of the English–Language Arts Framework. Sacramento: California Department of Education, 1993.

Grouping Students for Effective Language Arts Instruction, California Department of Education Working Paper #2. Sacramento: California Department of Education, 1993.

A Sampler of English–Language Arts Assessment, High School. Sacramento: California Department of Education, 1992.

A Sampler of English–Language Arts Assessment, Middle Grades. Sacramento: California Department of Education, 1992.

FOREIGN LANGUAGE

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve* and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in foreign language, these questions have been designed to generate discussion among the school staff who teach foreign languages. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. To what degree are linguistic functions, such as exchanging information, making requests, issuing commands, as well as discussing feelings, incorporated into the curriculum?
2. What evidence is there that the curricular program evidence reflects communication-based instruction? To what extent are students aware of this?
3. To what degree is the target language used as the medium of instruction in the foreign language classroom?
4. How does the school staff provide for the development of students' home languages when they are languages other than English?
5. How does the curriculum address the teaching of language in culturally authentic contexts?
6. What role do languages spoken in the community play in determining the curriculum offerings in foreign language?
7. How does the foreign language program ensure access to its program for all students? What is the organizing principle for placing and moving students through the foreign language curriculum?

8. How does the program provide opportunities for students to practice and use the language in authentic situations outside the classroom (for example, via involvement with appropriate ethnic communities, travel abroad, internships with local business, or perhaps interpreting/translating for other students, parents or school staff)?
9. How does the foreign language curriculum provide for the study of a variety of languages, including the uncommonly taught languages?
10. How does the foreign language curriculum prepare students to collaborate and succeed professionally in the international arena?
11. To what degree does the school climate promote and value the ability to speak another language? What evidence exists schoolwide to indicate that the study of other languages is valued?
12. How does the foreign language program utilize authentic materials, or realia, from the target culture in order to enhance instruction?
13. By what means do students receive feedback relative to their progress toward speaking the target language?
14. To what degree are students able to approximate cultural behaviors appropriate to and supportive of the linguistic context?
15. In what ways does the language assessment process place equal emphasis on all language modalities, especially oral competence and culture?
16. To what degree does the school's expectations for foreign language student outcomes parallel the expectations for student outcomes in English for students with a primary language other than English?
17. What evidence suggests that students view and appreciate the target language as an essential element for communicating with and understanding members of diverse cultural and linguistic backgrounds?

Discussion Resources

Adoption Recommendations of the Curriculum Development and Supplemental Materials Commission to the State Board of Education, 1991: California Basic Instructional Materials in English as a Second Language and Foreign Language: Sacramento: California Department of Education, 1991.

American Council on Teaching Foreign Language Proficiency Guidelines. Yonkers, N.Y.: American Council on Teaching Foreign Language, 1986.

Challenging Standards for Student Success. Sacramento: California Department of Education, 1995.

Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1989.

Handbook for Planning an Effective Foreign Language Program. Sacramento: California Department of Education, 1985.

Statement on Competencies in Languages Other than English Expected of Entering Freshmen: Phase I—French, German, Spanish. Sacramento: California Department of Education, 1986.

Statement on Competencies in Languages Other than English Expected of Entering Freshmen: Phase II—Japanese, Mandarin, Chinese, Russian. San Diego: San Diego State University, Language Acquisition Resource Center, 1994.

HEALTH EDUCATION

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the *Health Framework for California Public Schools, Kindergarten Through Grade Twelve* and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in health, these questions have been designed to generate discussion among the school staff who teach health. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. **How does health education and the comprehensive school health system address the particular health issues of the school and local community?**
2. **What evidence is there that there is a balanced treatment of the four unifying ideas listed in the Health Framework and that these unifying ideas coordinate and connect the nine areas of health education (personal health, consumer and community health, injury prevention and safety, tobacco, alcohol and other drugs, nutrition education, environmental health, family living, and individual growth and development, communicable and chronic diseases)?**
3. **How do we ensure that all health related instruction is grounded in up-to-date, scientific information and knowledge?**
4. **What ensures that sensitive health topics are appropriately included and addressed?**

5. What evidence is there that students are engaged in interactive lessons? What evidence is there that students have frequent opportunities to participate in individual and group projects, activities related to real life and inquiries related to investigation?
6. How are personal, local, state and national "real-life" health issues used to promote learning?
7. What do we do to ensure that effective student learning goes beyond health related information and knowledge by developing the classroom/school as a safe laboratory for learning, practicing and reinforcing healthy behaviors?
8. What evidence is there that the principles of good health learned in the classroom are applied to activities, programs and services schoolwide (e.g. requests for healthy choices in the cafeteria)?
9. What evidence is there that a comprehensive health system exists, linking classroom instruction to other health promoting resources in school and community?
10. To what degree are students, parents, and educators collaborating in developing and implementing a comprehensive school health system?
11. What evidence do we have that students are using their learning to make positive, healthy decisions based upon ethical principles such as integrity, courage, and commitment?
12. How are the key concepts of acceptance of personal responsibility and respect for others utilized to promote a safe and healthy school environment?
13. What prepares students to continue a lifelong process of good health?
14. To what degree have students demonstrated appropriate grade level outcomes as described in the Health Framework? How do these relate to the schoolwide learning outcomes of the school?
15. To what degree have students acquired the knowledge and skills to make healthy decisions/choices?
16. To what degree do students set and meet personal health goals?

Discussion Resources

Challenging Standards for Student Success. Sacramento: California Department of Education, 1995.

Health Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1994.

Not Schools Alone: Guidelines for Schools and Communities to Prevent the Use of Tobacco, Alcohol and Other Drugs Among Children and Youth. Sacramento: California Department of Education, 1991.

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1994.

HISTORY–SOCIAL SCIENCE

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in history–social science, these questions have been designed to generate discussion among the school staff who teach history–social science. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. How are the courses required for graduation aligned with the *History–Social Science Framework* course descriptions?
2. How are the courses for U.S. and world history centered in chronological studies? What are some of the assignments or activities that strengthen students' understanding of cause and effect, the consequences of ideas, continuity and change, and the relationship between a major event and events in the past?
3. What are students doing that shows specifically the integration of civics, geography, and economics with history? Give examples from each course.
4. What evidence shows that history–social science is correlated with other disciplines, such as language arts, visual and performing arts, or science?
5. What literature is studied in history–social science classes or in correlation with language arts? Which works were written *during* historical eras studied, and which are more recent or modern works? Are a variety of genres represented (e.g., biography, historical fiction, poetry, folklore)?

6. How are primary sources used (e.g., to have students analyze and make conclusions; to illustrate more clearly material presented in a textbook; to discover key historical facts)? Give examples from each course. What kinds of source materials do you use with students (e.g., documents, letters, paintings, music, sacred texts)?
7. How does student work show that students are using critical thinking skills appropriate to history–social science to analyze issues and problems?
8. What examples of student work show that students are using critical thinking skills appropriate to history–social science to analyze issues and problems?
9. What evidence do you have that students use a variety of materials (e.g., maps graphs, different genres of literature, media and technology) to develop the literacy strands of the *History–Social Science Framework?* How are these materials used?
10. How do activities or assignments exhibiting "active learning" truly help students acquire the skills or understanding most important to a particular topic being studied?
11. How do history–social science electives satisfy framework recommendations and address student interests and needs?
12. What evidence shows that students are applying their knowledge of democratic understanding, responsibility, and civic values to their school and community? For example:
    - Increasing the number of school and community projects and services
    - Keeping informed and expressing opinions on local, state, and national issues
13. How is it known via students' oral and written work, and by analyzing students' behavior toward others within the school and community, that students understand the fundamental principles embodied or implicit in the U.S. Constitution and its Bill of Rights?
14. How is the study of political history complemented with learnings from social and cultural history, thereby strengthening the humanities and multicultural characteristics of the program?
15. How is assessment embedded or linked with instruction?
16. How do students become aware of career opportunities that require a knowledge of (or experience in) history and its related disciplines?

17. How are students learning about the relationship of vocations and competitive enterprise to individual liberties and responsibilities, social harmony, private property, and democratic ideals?

Discussion Resources

The following publications are available from the California Department of Education.

Challenging Standards for Student Success, 1995.

Course Models for the History–Social Science Framework, Grade Five—United States History and Geography: Making a New Nation, 1991.

Course Models for the History–Social Science Framework, Grade Seven—World History and Geography: Medieval and Early Modern Times, 1994.

Course Models for the History–Social Science Framework, Grade Six—World History and Geography: Ancient Civilizations, 1992.

Course Models for the History–Social Science Framework, Grade Ten—The Modern World (To be published in summer, 1995.)

Course Models for the History–Social Science Framework, Grade Twelve—Principles of American Democracy, 1994.

History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 1988.

Model Curriculum for Human Rights and Genocide, 1988.

Moral, Civic, and Ethical Education Handbook, 1995.

Readings for Teachers of United States History and Government, 1990.

With History–Social Science for All: Access for Every Student, 1992.

The following publications are available from the National Council for History Education, telephone (216) 835-1776:

"Building a History Curriculum: Guidelines for Teaching History in the Schools," 1988.

Historical Literacy: The Case for History in American Education. Edited by Paul Gagnon, 1989

The following title is available from the National Center for History in the Schools, telephone (310) 825-4702:

Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire, 1992.

The following resources are available from the World History Project, Department of History, University of Illinois at Chicago, telephone (312) 996-3141:

Danzer, Gerald, and Mark Newman. *Slices of Time: The U.S. Constitution in Global Perspective*, 1990.

Danzer, Gerald, and Mark Newman. *Tuning In: Primary Sources in the Teaching of History*, 1991.

The following publications are available from the Education for Democracy Project, American Federation of Teachers, 555 New Jersey Avenue NW, Washington, DC, 20001:

Gagnon, Paul. *Democracy's Half-Told Story: What U.S. History Textbooks Should Add*, 1989.

Gagnon, Paul. *Democracy's Untold Story: What World History Textbooks Neglect*, 1987.

The following resource is available from the Association of American Geographers, telephone (202) 234-1450:

"Guidelines for Geographic Education for Elementary and Secondary Schools," 1984.

The following resource is available from the Center for Civic Education and the National Council for the Social Studies, telephone (800) 683-0812:

Civitas: A Framework for Civic Education, 1991.

The following resource is available from the National Council on Economic Education, telephone (212) 730-7007:

United States History: Eyes on the Economy, Vols. I and II, 1993.

Single copies of the following articles, recommended for study and discussion, are available from the History–Social Science and Visual and Performing Arts Office, California Department of Education, telephone (916) 657-3103 or 657-3153:

Cottrol, Robert. "America the Multicultural," *American Educator*, Winter, 1990.

Dorsett, Conway. "Multicultural Education: Why We Need It and Why We Worry About It," *Network News and Views*, March, 1993.

Gagnon, Paul. "Multicultural and Civic Education: Can They Live Together?" *Basic Education*, May, 1992.

Holdren, John. "The Limits of Thematic Instruction," *Common Knowledge*, Vol. 7, Number 4, Fall, 1994.

MATHEMATICS

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in mathematics, these questions have been designed to generate discussion among the school staff who teach mathematics. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. How often are your students asked to discuss the relevancy and purpose of their mathematics learnings?
2. Do students have the opportunity to enroll in any math class they want to take?
3. To what degree is the curriculum organized into coherent units that incorporate the mathematical strands and deepen unifying ideas?
4. How frequently and in what ways are students given opportunities to explore mathematical ideas in-depth?
5. Do students have an opportunity to collaborate with other students on a daily basis to discuss mathematics?
6. To what degree do students have opportunities to work on investigations over a long period of time?
7. Are students routinely encouraged to revise or restart incomplete or unacceptable work?
8. How frequently and in what ways do students have the opportunity to reflect on their work and examine their own solutions and interpretations critically, as well as those of other students?

9. **What tools are available for students to use at all times? Do students have an opportunity to make choices about what appropriate tools they can utilize?**
10. **To what extent are video, CD ROM, laser disks, and telecommunications being used to enhance learning in mathematics?**
11. **What kind of real-world problems are presented to students which allow them to make connections?**
12. **How frequently and in what ways are students asked to communicate their mathematical thinking?**
13. **What evidence is there that mathematical content is correlated with the content of other disciplines?**
14. **When was the last time that you updated your district's minimum competency exam?**
15. **To what extent do students have access to heterogeneous mathematics classes such as Courses 1, 2, and 3?**
16. **How and to what extent are the NCTM Curriculum and Evaluation Standards used to define expected learner outcomes in math for all students at the school?**
17. **To what extent are students given the opportunity to make choices about how they are assessed?**
18. **To what extent are student portfolios being used to show individual growth?**
19. **What evidence exists that the following forms of assessment are being used to analyze student performance levels?**
    - ❑ student portfolios, projects, reports,
    - ❑ group investigations/culminating projects
    - ❑ open-ended assessments or questions
    - ❑ samples of student writing which explain their mathematical thinking
    - ❑ CLAS results or results from similar performance-based exams
    - ❑ videos of oral presentations/pictures
    - ❑ computer projects
    - ❑ decreased drop-out rate and failure rate

Discussion Resources

Assessment Standards for School Mathematics (working draft). Reston, Va.: National Council of Teachers of Mathematics, 1993.

Challenging Standards for Student Success. Sacramento: California Department of Education, 1995.

Curriculum and Evaluation Standards for School Mathematics. Reston, Va.: National Council of Teachers of Mathematics, 1989.

Everybody Counts: A Report to the Nation on the Future of Mathematics Education. Washington D.C.: National Academy Press, 1989.

Improving Mathematics for All California Students: The Report of the California Mathematics Task Force. Sacramento: California Department of Education, 1995.

Literature for Science and Mathematics, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1993.

Mathematics Assessment: Myths, Models, Good Questions and Practical Suggestions. Reston, Va.: National Council of Teachers of Mathematics, 1991.

Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1992.

Professional Standards for Teaching Mathematics. Reston, Va.: National Council of Teachers of Mathematics, 1989.

PHYSICAL EDUCATION

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the *Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve* and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in physical education, these questions have been designed to generate discussion among the school staff who teach physical education. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. **In what ways are all students ensured a nonthreatening, safe, and caring environment in which to participate in physical education?**
2. **Are all physical education classes coinstructional?**
3. **In what ways are all students using movement knowledge to learn movement skills and to apply them in the real world?**

   In what ways do students apply motor skill concepts to enhance skills in each of the following areas: aquatics, gymnastics, dance, individual and dual sports, team sports combativeness, and fitness?

   In what ways do students use their knowledge of movement principles to improve their movement techniques and those of their peers?
4. **In what areas of the physical education program do students express ideas, attitudes, and emotions through movement?**

5. **What specific activities in the physical education program promote students' social development and interaction?**
6. **To what extent do students use results of physical fitness assessments to guide changes in personal planning of physical activity and other health related behaviors?**
7. **To what extent is physical education correlated with other content areas? Are students given the opportunities to connect their work in physical education with science, history, social science, health, performing arts, and other curricular areas?**
8. **What is the contribution of physical education to the comprehensive school health system?**
9. **In what ways is the physical education program differentiated from the athletic program?**
10. **What strategies are used to ensure that all students are successful in physical education? How is success in physical education measured?**
11. **To what degree have your students acquired the knowledge and skills to pursue lifelong health?**
12. **Is measurement of student progress and achievement based on stated student outcomes? To what extent is grading used to reflect achievement of student outcomes?**
13. **To what extent are the following forms of assessment used in physical education:**
    - student portfolios
    - performance tests
    - interviews
    - presentations and cooperative group projects
    - peer assessment
    - teacher observations
    - open-ended questions
    - exhibitions
    - videotaping and technology
    - self-assessment
14. **What documents are being used to develop the student assessment criteria?**
15. **Is grading in physical education included in the student's grade point average? What are the consequences for students?**

Discussion Resources

Challenging Standards for Student Success. Sacramento: California Department of Education, 1995.

Developmentally Appropriate Physical Education Practices for Children. Reston, Va.: Council on Physical Education for Children (COPEC), American Alliance for Health, Physical Education, Recreation and Dance, 1991.

Guidelines for Secondary Education. Reston, Va.: National Association of Sports and Physical Education (NASPE), American Alliance for Health, Physical Education, Recreation and Dance, 1992.

Outcomes of Quality Physical Education Programs. Reston, Va.: National Association of Sports and Physical Education (NASPE), American Alliance for Health, Physical Education, Recreation and Dance, 1992.

Physical Education for Individuals with Exceptional Needs: A Resource Manual. Sacramento: California Department of Education, 1986.

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1994.

Physical Education Model Curriculum Standards, Grades Nine Through Twelve. Sacramento: California Department of Education, 1991.

SCIENCE

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the *Science Framework for California Public Schools, Kindergarten Through Grade Twelve* and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in science, these questions have been designed to generate discussion among the school staff who teach science. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. How does student work demonstrate a balanced treatment of all four areas (chemistry, physics, earth and space, life/biology) each year in your science program? How do you know that you have coordinated and connected these disciplines using themes?
2. Have you explored, or have you in place, an integrated coordinated program for science? If so, has it been approved by the University of California system?
3. How does your discipline demonstrate articulation among grade levels to guarantee students have opportunities to develop a deeper understanding of fewer science concepts sequenced over a high school career?
4. In what ways do science classes, or classes in which science is taught, demonstrate the sequencing of grade level appropriate concepts?
5. How are the information and concepts students already possess, right or wrong, rectified through the instructional process? Are faculty members using constructivist approaches in their instruction?

6. **How, and to what extent, are students given opportunities to construct the important concepts of science and to develop them through inquiry and investigation?**
7. **What techniques are used to address areas of controversy and social issues as they relate to science? How frequently does this happen in each science class?**
8. **How can you demonstrate that historically underrepresented groups (including but not exclusive of ESL, handicapped, female) are given an opportunity and encouragement to pursue science and science careers?**
9. **How do you select and implement science curriculum that students identify as relevant? How can you demonstrate the ways students apply it to their lives?**
10. **What types of hands-on activities are used by your department to illustrate concepts? How are the students provided with opportunities to apply these concepts so that all students see themselves as scientific investigators of the world around them?**
11. **How do students use a variety of instructional materials including lab equipment, reference books, trade books, and relevant educational technology to facilitate active learning?**
12. **What types of strategies do you use to make all students successful in a total science program? How successful have these strategies been? How do you establish your standards to know if you are pushing students to succeed?**
13. **How are formal assessment tools used to evaluate student and school progress?**
    - Golden State performance-based exams
    - CLAS performance-based exams or similar structured exams
    - portfolios
    - district performance-based exams
14. **What informal assessment tools, such as the following, are used to analyze performance levels of students?**
    - science fairs—school, district, state
    - cross curriculum projects
    - portfolios
    - school-generated performance-based exams

15. **How is writing used in science for:**
    - reinforcement of learning?
    - data collection and learning organization?
    - assessment?

Discussion Resources

Challenging Standards for Student Success. Sacramento: California Department of Education, 1995.

Literature for Science and Mathematics, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1993.

Science Framework for California Public Schools, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1990.

VISUAL AND PERFORMING ARTS

These questions have been designed for two key purposes. The first is to assist you in exploring your curriculum and program relative to the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* and other current educational research and thinking. The second is to gather information, through discussing these questions, which will be used to respond to schoolwide discussion questions, including how well your students are performing relative to the schoolwide learning outcomes.

By focusing on what and how well your students are learning in visual and performing arts, these questions have been designed to generate discussion among the school staff who teach visual and performing arts. It is important that the questions be considered after a thorough review of the framework. You may think of other questions to discuss as well.

Your response to these questions should be made on the basis of gathering observable evidence, which will include student work as well as teachers' reporting and observations. The student work and other evidence you gather must reflect a sampling of *all* students.

1. What opportunities do all students have for creating, performing, and responding to dance, music, theatre, and the visual arts? What visual and performing arts courses demonstrate the breadth of these opportunities?
2. How does the structure of the curriculum show sequential and articulated development of the discipline? How does the structure of the curriculum show an alignment with the Visual and Performing Arts Framework?
3. In what ways is each framework component (artistic perception, creative expression, historical and cultural context, and aesthetic valuing) infused in the work students do? How does student work demonstrate that the framework components are balanced in the curriculum?
4. How is the master schedule structured to allow arts teachers to work collaboratively?

5. How are the arts disciplines connected with other nonarts content areas (e.g., history–social science, language arts, vocational education)?
6. How does student work demonstrate that the arts contribute to thinking and learning?
7. In what ways are school faculty involved in providing knowledge of career opportunities in the arts? How does the school provide students with an awareness of the importance of arts careers in an emerging age of information and technology?
8. In what ways does the visual and performing arts program contribute to lifelong learning in the arts? What follow-up methods are used to learn what students have done after graduation? How does this information impact the visual and performing arts curriculum?
9. In what ways are performance-based assessment strategies used to document student knowledge and performance levels in each arts discipline (e.g., process portfolio, product portfolio, open-ended questions, exhibitions, and writing/reflection)? How is instruction linked with, or embedded in, instruction? How is the information derived from these methods communicated to students and parents?
10. In what ways does the instruction of the arts disciplines represent diverse genres and styles from various periods and cultures
11. How are community resources used in the visual and performing arts program (e.g., arts providers, artists and performers in residence, docents, field trips to studios, concert halls, theaters, or museums)?
12. In what ways does the school provide staff development opportunities for arts teachers (e.g., The California Arts Project institutes, workshops, conferences, on-site workshops, mentor teachers)?

Discussion Resources

Beyond Creating: The Place for Art in America's Schools. Los Angeles: The Getty Center for Education in the Arts, 1985.

Blocker, R. L. "The Arts: Reflections of Society," in *Design for Arts Education*, July-August, 1988.

Challenging Standards for Student Success. Sacramento: California Department of Education, 1995.

Cortines, R. *The Arts: Partnerships As a Catalyst for Educational Reform.* Sacramento: California Department of Education, 1994.

Gardner, H. *Art Education and Human Development.* Los Angeles: The Getty Center for Education in the Arts, 1990.

Handbook for Planning an Effective Visual and Performing Arts Program. Tulare, Calif.: Tulare County Office of Education, 1990.

Prelude to Performance Assessment in the Arts, Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1993.

Strengthening The Arts in California Schools: A Design for the Future. Sacramento: California Department of Education, 1990.

The Power of the Arts to Transform Education: An Agenda for Action. Washington D.C.: The Arts Education Working Group, John F. Kennedy Center for the Performing Arts, 1993.

Toward Civilization: A Report on Arts Education. Washington D.C.: National Endowment for the Arts, 1988.

Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento: California Department of Education, 1989. (Revised framework to be published in 1995.)

Wolfe, D. P., and Pisonte, N. *Taking Full Measure: Rethinking Assessment Through the Arts.* New York: College Entrance Examination Board, 1991.

*IV. Discussion Questions for Support Services**

These questions have been designed to assist you in exploring the effectiveness of your program or service on the success of the students in your school. These questions focus on the many ways in which your program or service can affect the performance levels of students and to what extent students are impacted. These questions were designed to generate discussion among all school staff who provide specific services or operate a specific program. In some cases, one or two questions may not apply, and you may want to think of other questions to discuss.

As an important part of this process, you are encouraged to make a thorough review of those resource documents which reflect current research and thinking about how your program or service can be most effective in preparing students for a meaningful high school experience and a successful transition to further postsecondary education, more technical training, or the job market.

Your response to these questions should be made on the basis of gathering observable evidence, most of which will reflect students. The evidence you gather must reflect a sampling of *all* students.

1. **How successful are you in providing assistance to students in accomplishing the schoolwide learning outcomes?**
2. **How and to what extent do you help all students access curricular areas and develop a meaningful personal learning plan, which is related to student goals, interests, strengths, learning styles, etc.?**
3. **How and to what extent are you able to ensure that the students receive "powerful strategies" and participate in "powerful learning?"**
4. **How and to what extent are your services modified, based upon assessment of student success?**
5. **In what ways are you involved in student referrals to school and community resources, if the need arises?**

*Including ESL, special education, administrators, counselors and other student advisors, library and media, non-certificated, health services, nutrition services, custodial

6. **To what extent does a functional, comprehensive network of support services exist in you school?**
   a. Are you an active participant in this network?
   b. How do you contribute to the network of support services for your students?
7. **How are you implementing your profession's most current thinking on enhancing the success of all students?**
8. **In what ways and how successfully are you able to help students connect with the school and feel more engaged in the business of learning?**

V. Discussion Questions for Students

1. **Do you know what the schoolwide learning outcomes (what all students are expected to know and be able to do upon graduation from high school) are for your school? How successful are you in meeting these schoolwide learning outcomes?**
2. **Do you have a formal personal learning plan—a plan to guide your choice of classes and learning experiences you need during high school to help you achieve your goals?**
3. **As a student, what opportunities do you have to make your classes meaningful to you?**
4. **What ways do you use to measure your own success in school? What options do you have to help you improve (for example, adjusting programs, getting tutoring, etc.)?**
5. **How do you know what community resources and support services are available to you?**
    a. How do you access those resources if the need arises?
    b. How would you get referred for help?
    c. To what extent do students actively seek out support in order to help them succeed in high school?
    d. How successful are the support services in helping students academically, personally, and socially?
6. **How actively involved are the students in your school in actually shaping and participating in a program which prepares them for something worthwhile after high school: postsecondary education or entering the world of meaningful work (a career field that has opportunity for advancement and/or long term full time employment)?**

VI. Discussion Questions for Parents

1. **Are parents familiar with the schoolwide learning outcomes for their children? How and to what extent do parents provide assistance to their children in accomplishing those schoolwide learning outcomes?**
2. **As parents, how do you help your students prepare for postsecondary education or to enter the world of meaningful work?**
3. **Do you know the desired learning outcomes for each class your child takes? If so, do you see relationships between the learning outcomes set forth for each class and the overall schoolwide outcomes?**
4. **How do parents in this school help their children develop formal learning plans which guide educational experiences and programs necessary to help them reach their goals?**
5. **What steps do parents take to ensure that their students participate in rigorous, active learning such as inquiry, discussion, demonstration, collaboration, hands-on use of technology, and application of acquired knowledge and skills? Are parents familiar with these terms? Do they know how important this type of learning is?**
6. **How do you measure your child's progress and how and to what extent do you work with the school to alter programs and services relative to your student's progress, if necessary?**
7. **How do you promote open communication among parents, school staff and students?**
8. **What kind of network of support services for students exists your school and how effective is it? How do parents contribute to the network of support services for their students? How do parents and students access this network?**

VII. Discussion Questions and Rubrics for Schoolwide Criteria

CATEGORY A: Vision, Leadership, and Culture

CATEGORY B: Curricular Paths

CATEGORY C: Powerful Teaching and Learning

CATEGORY D: Support for Students' Personal and Academic Growth

CATEGORY E: Assessment and Accountability

The self-review criteria are divided into five categories for the purpose of organizing the discussions, gathering evidence, and analysis. In reality all areas overlap and are intertwined. Criteria are followed by discussion questions that should guide you in gathering and analyzing evidence for your discussions of what your school is doing in relation to the criteria.

The cornerstone of the self review is the analysis of evidence with a primary focus on student work. For many of the discussion questions, you are directed to consider specific evidence when developing your response.

As indicated, the focus of the self review is student work and artifacts as evidence to support the analysis and conclusions related to the criteria. Part of the discussions will occur in the schoolwide focus groups around the criteria of a category. Another important part of the discussion and analysis will occur in stakeholder groups and be brought back as evidence for analysis by the larger groups (see discussion questions for disciplines, support groups, students, and parents).

A. VISION, LEADERSHIP, AND CULTURE

CRITERION A1

The school has a clearly stated vision or purpose based on its beliefs, student needs, and current educational research. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learning outcomes: what all students should know and be able to do by graduation.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Does the school have a clearly stated vision based upon its beliefs, student needs, and current educational research?

Suggested Evidence:

- Copy of the written vision
- Interviews with staff, students, and parents and community—do they know the vision?
- Description of the process to develop the vision, who was included, and so on
- Other evidence identified by the school

Is the vision supported by the governing board and the central administration?

Suggested Evidence:

- Interviews with board and district personnel
- Memos and other written material indicating support
- Participation of board and district personnel in development of vision and schoolwide learning outcomes
- Other evidence identified by the school

Is the school's purpose defined by schoolwide learning outcomes?

Suggested Evidence:

- Written list of schoolwide learning outcomes
- Description of the process to develop schoolwide learning outcomes
- Interviews with staff, students, parents and community members—are they aware of the schoolwide learning outcomes?
- Description of how schoolwide learning outcomes impact school's operation
- Other evidence identified by the school

CATEGORY A: VISION, LEADERSHIP, AND CULTURE

CRITERION A1: The school has a clearly stated vision or purpose based on its beliefs, student needs, and current educational research. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learning outcomes: what all students should know and be able to do by graduation.

STAGES

All members of the school community* collaborate to establish a coherent **vision** of what students should know and be able to do upon exit from high school. **Based on** state and national standards, local needs, current research and practice, and a belief that all students can learn, this vision is the **foundation** for the school's **curriculum** development and related planning and staff development efforts. It is consistent with the state curriculum frameworks and **focuses on** schoolwide learning outcomes, powerful teaching and learning, and observable evidence that students are achieving the schoolwide learning outcomes. By virtue of its collaborative development, this vision is consistent with and supported by **board and district** policies and visions for student learning, and the **instructional goals** established for each course and program are clearly defined in terms of the expectations for schoolwide learning outcomes. Teachers routinely view the goals for their lessons, classes, and courses of study in relation to how those goals support students in achieving the schoolwide learning outcomes.	The staff's **vision** of what students should know and be able to do upon exit from high school is **consistent with** the school curriculum and state standards, state curriculum frameworks, and current educational research and practice. It was **developed with input** from a variety of stakeholders, including parents and community members, and **focuses on** schoolwide learning outcomes. The school vision statement and implementation plan articulate what it takes to ensure that all students will experience a **curriculum** that is challenging, rigorous, and meaningful. The school's vision for the schoolwide learning outcomes is acknowledged and supported by the **district and board.** The school's **instructional goals** are based on the staff's vision of desired student learning outcomes, established graduation requirements, college entrance requirements, perceived student needs and interests, and a belief that all students can learn.	The school's **vision statement** is **generally consistent with** the curriculum and reflects state requirements. It was **developed with some input** from the faculty and members of the school community. It reflects school goals which **focus on** students gaining the knowledge necessary to meet basic, general, or college preparatory requirements and on maintaining a **curriculum** that supports that focus. The **district and board** issue the vision, goals, or philosophy to inform the school. The school is expected to align with that vision. The **instructional goals** are defined primarily by departments or clusters and are based on the amount of knowledge and factual information students are expected to acquire for each course sequence.	There is an expectation that the school will have a formal **statement of philosophy, goals, or vision** that is kept on file at the school and that meets external needs for such a document. This statement was developed by previous generations of teachers and administrators, is global and abstract, and is, therefore, not directly tied to current decisions regarding curriculum, instruction, staff development, etc. The school's **curriculum is based on** tradition and textbook guides, and the focus is on students' accumulation of facts. The **district's and board's** vision, goals, or philosophy and the school's vision, goals, or philosophy statement are made independently from one another. Statements of the school's **instructional goals** are developed by district office staff and do not affect day-to-day school operations. At the classroom level, student learning goals are determined by the individual teacher, based on the factual information to be covered and student performance on standardized tests.

* School community includes faculty, support staff, noncertificated, administration, parents, students, district, school board, and community partners (businesses, educational institutions, agencies, and service organizations).

A. VISION, LEADERSHIP, AND CULTURE
CRITERION A2

The school leadership makes decisions and initiates activities that focus on all students achieving the schoolwide learning outcomes. The leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Does the school leadership make decisions and initiate activities that focus on all students achieving the schoolwide learning outcomes?

Suggested Evidence:

- Extent to which schoolwide learning outcomes are used to guide school decisions; cite examples
- Extent to which the school's resources are used to ensure that all students accomplish the schoolwide learning outcomes
- Other evidence identified by the school

Does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

Suggested Evidence:

- Strategies for team building used at the school
- Description of how decisions are made
- List of decision-making bodies at the school and how they interact
- Interviews with staff and administration
- Descriptions of collaboration across the school
- Other evidence identified by the school

CRITERION A2: The school leadership makes decisions and initiates activities that focus on all students achieving the schoolwide learning outcomes. The leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.

STAGES

A formalized **governance system** at the school is representative of the broad learning community in which the **principal** serves as leader and facilitator. The principal promotes the culture and vision of the school, empowers the staff, ensures community and staff involvement, and encourages continuing assessment and improvement. The **school's leadership** consists of administrators, faculty, students, staff, and community members who work together to shape and promote the culture of the school; celebrate excellence, improvement, and learning; and make sound decisions and resource allocations to ensure that the established schoolwide learning outcomes are achieved. **Ideas, innovation, and input** from all members of the school community are actively sought and highly valued, and both administrative and educational policies and procedures are systematically reviewed and revised. The entire **school community is actively and enthusiastically involved** in all major decisions and actions related to common goals. Shared leadership includes taking the initiative, enabling and encouraging others to act, not merely accepting the status quo, assuming responsibility for schoolwide learning outcomes, and inspiring a shared vision. The **district, board,** and school leaders work cooperatively to ensure that the schoolwide learning outcomes are the focus of the school's efforts.	The school's **leadership team** works closely with key members of various stakeholder groups to shape and promote the school's culture and vision. The **principal** encourages staff involvement in instructional planning, goal setting, and implementation of the schoolwide vision. He or she actively works with the school leadership team and the school community to promote the school's vision for learning outcomes and instructional goals. The **leadership team** communicates regularly with members of the school community, encourages and celebrates excellence, and makes decisions and allocates resources in order to support the schoolwide learning outcomes. **Ideas, innovation, and input** from the school community are valued; are considered in the review and revision of administrative and educational policies and procedures; and are linked to school goals, the schoolwide learning outcomes, and program improvements. The principal maintains effective communication with the **district and board** to facilitate mutual support of district and site expectations of student learning outcomes.	The **principal** serves as the manager of the school, conveying district and school policy and goals to the staff and ensuring compliance. **A leadership team** works to promote the culture and vision of the school; communicates regularly with faculty, students, staff, and parents; makes decisions; and allocates resources. **Ideas, innovation, and input** from selected members of the school community are accepted, and, when necessary, administrative and/or educational policies and procedures are revised. The **school community is made aware** of the vision for the school, and everyone in the school community is encouraged to help students achieve the vision. The principal meets routinely with the **district** staff to present school plans and needs, and the district communicates these needs to the **board**.	The **principal** is the decision maker, reacting to school problems and/or district, state, or federal mandates independently. Although the **principal works in isolation,** he or she delegates tasks to others in the school as the need arises. The principal's primary goal is to have a well-managed, orderly, functioning plant. Although ideas and input from other designated leaders, e.g., vice principals, are considered, a **hierarchical structure dominates** both the school's leadership and relationships between teachers and students. The principal submits the plan for the school to the **district and board** for approval or modifications.

BEST COPY AVAILABLE

A. VISION, LEADERSHIP, AND CULTURE

CRITERION A3

The support, utilization, and monitoring of staff facilitate achievement of the schoolwide learning outcomes. Leadership and staff are a part of an organized structure that is committed to professional development.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Is staff supported, utilized, and monitored to facilitate student achievement of schoolwide learning outcomes?

Suggested Evidence:

- Kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations
- Extent to which the above strategies are used and whether there is organized structure for this use to occur
- Extent to which staff is supported by time and resources for planning and professional development to facilitate all students' achieving schoolwide learning outcomes
- Employment practices and policies
- Basis for teaching assignments
- Occurrence and extent of monitoring
- Other evidence identified by the school

Are leadership and staff a part of an organized structure committed to professional development?

Suggested Evidence:

- Written professional development plan
- Description of how plan was developed and how priorities are set
- Description of follow-up to professional development activities
- Interviews with staff to learn their perceptions of the purpose and effectiveness of professional development
- Extent to which staff have taken advantage of professional development options available (e.g., California subject matter projects, seminars, workshops, participation in professional development consortia and networks)
- Written and verbal assessment of how professional development has impacted student learning and accomplishment of the schoolwide learning outcomes
- Other evidence identified by the school

CRITERION A3: The support, utilization, and monitoring of staff facilitate achievement of the schoolwide learning outcomes. Leadership and staff are a part of an organized structure that is committed to professional development.

STAGES

The **professional development plan** assumes that decision making is a shared responsibility and links resources to schoolwide improvement and to student results. The plan promotes both formal and informal interdisciplinary discussions of current educational research. When professional development activities are held off-campus, they are attended by interdisciplinary teams with the expectation that they will return to provide ongoing leadership to the rest of the staff. The school has an effective, collegial, and continuing **professional development program** that focuses on improving staff skills and promoting quality innovations and strategies. Time and resources are provided for planning and carrying out professional development activities, and staff are encouraged to enhance their knowledge and skills in order to offer all students a rigorous and challenging curriculum. The staff is knowledgeable about effective teaching approaches and how these approaches can be adapted to meet the needs of all students. Throughout, the **focus** of the learning community is on building knowledge, skills, attitudes, and leadership that will help all students to accomplish the schoolwide learning outcomes. **Teacher assignments are** based on professional and personal strengths which best match identified student needs. Because improvement, growth, learning, experimentation, research, and risk-taking are organizational norms, **coaching and mentoring for the improvement of all teachers** are systematically promoted within and across all disciplines. **Teacher monitoring** is seen as a positive part of the school culture which provides support and guidance. There are many strategies which are personally tailored to support teachers, including on-site and off-site staff development opportunities.	The schoolwide **professional development plan** is guided by identified needs and current thinking, and programs related to those needs are presented and encouraged. There is a focus on encouraging the faculty to study the art of teaching and actively experiment with their own practices. Time is set aside for professional development, and staff members engage in both short-term and long-term planning relating professional development to the school's vision and the schoolwide learning outcomes. When professional development opportunities occur off campus, teachers are encouraged to attend and share any valuable information or ideas upon their return. The school has a **professional development program** based on research and data about the school and its programs, and a team approach is generally used in implementing it. The staff understands the techniques and practices that lead to better instruction, and there is evidence of effective teaching and improved student learning across the entire program. The school is working to determine teacher assignments based on professional and personal strengths relative to student needs. **Coaching and mentoring** are regularly encouraged and practiced. Current educational research documents have been the subject of at least one professional development program, as well as numerous formal and informal discussions. **Teacher monitoring** includes formal evaluation as well as routine ongoing informal observation. Generally the staff considers monitoring supportive and a vehicle for further professional development. Monitoring may also include peer support systems to identify needs for ongoing professional development.	In the absence of a comprehensive plan, **professional development** is implemented on an ad hoc basis to address particular problems. The result is sporadic, unfocused in-service activities whose effect is uncertain, with little staff involvement or follow-up. The schoolwide **professional development program** introduces staff to new approaches that are in vogue each year, but implementation is limited. When professional development opportunities are offered, teachers participate as individuals and work independently to implement programs in their own departments and/or classes. The schedule, credential, and budget **determine how teachers are assigned to classes**. **Coaching, mentoring**, and other forms of staff support are limited by resources, time, and workload. **Teacher monitoring** is based on the teacher evaluation system required by the district. The follow-up with staff is used primarily to correct deficiencies of the individual teacher.	**Professional development** at the school is not driven by a formal, coherent plan. Rather, it is based on individual or department interests and availability of training, workshops, and conferences; thus, professional development appears random and fragmented. Staff members are sent to off-site professional development for reasons that have **little or no linkage to an overall school professional development plan**. When they return to work, information from the workshop is shared within a narrow circle of colleagues. **Placement of teachers in classes** is based on the type of credentials they hold, the desires of the senior staff, and matters of convenience. **Coaching, mentoring,** and other forms of staff support rarely occur. **Teacher monitoring** is done to meet minimum state and district requirements for teacher evaluation.

A. VISION, LEADERSHIP, AND CULTURE
CRITERION A4

The school is a safe, clean, and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Is the school a safe, clean, and orderly place that nurtures learning?

Suggested Evidence:

- Existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning
- Other evidence identified by the school

Is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Suggested Evidence:

- Degree to which caring and high expectations for all students are demonstrated on a daily basis
- Degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- Ways that citizenship and ethical values and behaviors are demonstrated by students
- Extent to which current educational research and thinking is shared, discussed, implemented, and reflected upon by the staff at the school site; procedures used for those processes
- Other evidence identified by the school

CRITERION A4: The school is a safe, clean, and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

STAGES

The school provides **an environment** that actively promotes student learning. The school is safe, clean, and orderly. The climate in all classrooms and school activities is one of respect and concern for others. Student learning and active inquiry are paramount, and all students are encouraged to ask for and find the help they need, with no stigma attached to asking for special help. Faculty and staff expertise is formally and routinely shared and built upon, and an **atmosphere of collegiality is valued and nurtured.** Staff members **regularly research and review** current educational ideas and practices. Innovations and teamwork are **celebrated and supported**, and all staff are encouraged to try new approaches and modify or discard those that are ineffective. **Teachers collaborate with students, colleagues, administrators, and other** members of the school community both to solve problems related to helping students achieve the schoolwide learning outcomes and to make decisions and implement innovations and improvements. Time and opportunities for these collaborative efforts are systematically provided. In the learning community there is abundant evidence of energy, **enthusiasm, excitement, a commitment to excellence** (i.e., powerful learning), and active and conscientious support of ways to achieve the school's vision.	All staff see themselves as helping to promote a **climate of caring and nurturing**, and the school provides a **safe, clean, orderly environment** to enhance student learning. **Faculty and staff expertise** is highly valued, and ideas, research, and innovations are shared regularly in both formal and informal ways. Faculty and staff are provided **opportunities** to extend their knowledge and share new ideas with one another. **Teachers and administrators collaborate** in problem solving related to teaching, assessment, and student support. Staff members who increase their effectiveness receive both encouragement and support. The school is characterized by a **common sense of purpose and enthusiasm** that goes beyond mere technical proficiency of faculty and staff to focus on improvement of educational processes and ongoing staff development.	Students are occasionally concerned about their safety, and the school makes an **effort to provide security** and address safety issues promptly as they arise. Campus cleanliness is an ongoing concern which the school continues to work to resolve. Promoting a **climate** of caring and nurturing is **an option of individual teachers.** **The school culture values** both effective past practices and proven new methodologies. However, the **primary focus is on** the staff's effectiveness in terms of class management, curriculum coverage, and student performance as reflected by grades and test scores. Although faculty and staff expertise is respected, **ideas and innovations** are generally shared only on an informal or department/cluster basis. Teachers work together on specific projects or tasks (e.g., discipline, attendance, and classroom management issues), meeting routinely in department/cluster groups to deal with logistical and budget issues. Generally, however, teachers **work in the isolation** of the classroom on curriculum and teaching strategies.	Discipline, school safety, and cleanliness are seen as the exclusive responsibility of the administration. **School climate issues** (safety, care, nurturing, campus cleanliness, etc.) are addressed informally and often in response to situations as they arise. Students and staff often fear for their own safety. The school culture places **primary value** on past practices and meeting the educational expectations of colleges, parents, and faculty. Staff input and sharing of **ideas and innovations** occur only on an informal basis. Staff development usually relies on outside expertise, ideas, and experience (speakers, literature, videos, etc.). Although **teachers** have considerable autonomy within their own classrooms, they are **expected to follow a chain of command and protocol**, receiving official approval before initiating innovations or making any significant changes.

B. CURRICULAR PATHS

CRITERION B1

All students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the schoolwide learning outcomes.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Do all students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the schoolwide learning outcomes?

Suggested Evidence:

- Extent to which current educational research and thinking and vision documents such as *Second to None* and the California frameworks are used to define curriculum
- Extent to which the emerging state and national standards are used to define discipline-specific learning outcomes
- Written learning objectives for each subject area, course, and/or program
- Evidence of the direct linkages between curricular concepts, instructional processes, and the schoolwide learning outcomes
- Student work that demonstrates the implementation of a framework defined by current research (such as the California frameworks and *Second to None*) in which students think, reason, solve problems, construct meaning, and make connections; and are creative, productive, and communicative
- Demographics and distribution of students throughout the class offerings, e.g., class enrollment lists (to include gender, ethnicity, primary language, and students with special needs)
- Extent to which there is integration among the disciplines
- Processes which exist for communication among levels, departments, or clusters at the school to ensure that the frameworks are being implemented
- Efforts being made to articulate between K-8 feeder schools, the comprehensive high school (for continuation and alternative schools), and local colleges and universities in developing a strong foundation
- Extent to which educational practices and other activities facilitate access and successful educational outcomes for students who are (1) learning English; (2) economically disadvantaged, underachieving, gifted and talented, or of average ability; or (3) receiving educational services
- Procedures used for curriculum development, evaluation, and revision
- Follow-up studies of graduates
- Other evidence as identified by the school

CATEGORY B: CURRICULAR PATHS

CRITERION B1: All students* participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the schoolwide learning outcomes.

STAGES

Everyone in the diverse student population receives a thinking, meaning-centered **academic foundation** that reflects current educational research and practice. Closely aligned with **state and national standards and the state frameworks**, the curriculum emphasizes learning about subjects in depth, connecting new learning across disciplines or to prior knowledge, constructing new knowledge, and applying learning in real-world contexts. All students participate in a **structured sequence of academic courses** that prepares them to think conceptually, solve complex problems, and communicate their ideas effectively. All academic and career-technical program majors are guided by the schoolwide learning outcomes and are meaningful and open to all students. A variety of opportunities are provided so that all students can achieve the schoolwide learning outcomes and receive a **rigorous, meaning-centered curriculum**.	Students receive a thinking, meaning-centered **academic foundation** aligned with **state and national standards and state frameworks**. The academic core courses, as well as those in the elective program, are consistent with the schoolwide learning outcomes and meaningful to the students. **Increasing numbers of students, including increasing numbers of diverse students,** enroll in academic courses that prepare them for success in college, and all students have the option of enrolling in these courses. **A rigorous curriculum** that provides opportunities to apply knowledge across disciplines, to construct new knowledge, and to apply knowledge and skills in meaningful, real-world settings is available to all students.	Students receive a **curriculum** based on traditional expectations for skills and knowledge, but there is little depth or application of learning across disciplines in the **academic foundation**. Primarily, learning is textbook-oriented and abstract, emphasizing the accumulation of facts and concepts. Students can choose **sequences in the curriculum** that lead to a basic, general, or college preparatory education. Electives are available for those who want to explore applications of academics to real-world learning, gain field experiences, or pursue some subjects in depth.	All students receive a **curriculum** based on ability level and traditional expectations for skills and knowledge. The learning is textbook-oriented, emphasizing the memorization of facts and the acquisition and practice of basic skills. Students participate in academic courses that have no direct link with each other. The instruction in these courses is based upon the ability levels of the students. Students can choose **sequences in the curriculum** that lead to a basic, general, or college preparatory education.

* "All students" includes students with limited English proficiency and students enrolled in special education.

B. CURRICULAR PATHS

CRITERION B2

All students have access to the school's curricular paths, assistance with the development and ongoing adjustment of a personal learning plan, and knowledge of realistic postsecondary opportunities.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan, and knowledge of postsecondary opportunities?

Suggested Evidence:

- Description of the variety of curricular paths available to all students
- Extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options
- Extent to which parents, students, and staff collaborate in the development and monitoring of a student's personal learning plan, based upon students' learning styles and career and educational goals
- Extent to which the student population and surrounding community influence curriculum offerings and choices and how the curriculum builds on the cultural and linguistic characteristics of the students and community
- Extent to which the school program provides for career exploration, preparation for postsecondary education, and pretechnical training for all students
- Other evidence identified by the school

CRITERION B2: All students* have access to the school's curricular paths, assistance with the development and ongoing adjustment of a personal learning plan, and knowledge of realistic postsecondary opportunities.

STAGES

All students have personal learning plans that are viewed as flexible blueprints. The plans provide a broad range of options, encourage students and their parents to think about educational and career goals, and suggest a variety of options for achieving those goals. Students' learning styles, interests, and postsecondary goals are reflected in their personal learning plans, which guide the selection of their courses, their program, majors, and their supporting extracurricular activities and experiences. The **personal learning plans are developed through collaborative approaches** involving the student, the school staff, and parents. The process provides students with opportunities to make decisions about how to acquire appropriate skills and experiences for accomplishing their goals. Students and parents understand the **connections** between course/program selection and postsecondary options. Students' plans and programs are regularly monitored, and **changes** are made if a student's interests, goals, needs, etc., change. Students are helped with **transitions** between programs and from level to level, including entering the high school and moving to postsecondary programs and jobs. A wide variety of information is available about program options both within the school and after high school, and the school offers this information to parents and students on a consistent and systematic basis. The school is a model learning community which prepares students to become **lifelong learners**. Students are fully engaged in strategies and activities that enable them to master "learning to learn."	**Students' personal learning plans** are used as a basis for course selection and exploration of future options. They also guide and assist in monitoring student progress throughout high school. The school's **counseling and guidance staff or advisors explain the connections** between current course/program selection and postsecondary options, and they encourage students to make decisions and select courses based on both current interests and future goals. **Students consult with their parents and with the school counseling and guidance staff** to choose both their academic core courses and their electives based on their postsecondary plans, performance levels, and interests. The school is able to accommodate student requests for **changes** in their programs when their goals, needs, or interests change. There is also a system to facilitate the **transition** into high school and from high school to postsecondary training and educational programs. As a result of the school's efforts, students and their parents are well-informed about these systems and procedures. The school staff is engaged in ongoing dialogue about the need for students to become **lifelong learners** and encourages staff to provide the opportunities and activities to acquire strategies and attitudes to become lifelong learners.	**Students' personal learning plans** note the student's future goals, chart progress in meeting requirements for graduation and/or college entrance, and guide course selection and sequencing. The counseling and guidance staff or designated personnel consult with students in order to help them complete their personal learning plans. They discuss the **connections** between high school course work, future options, and academic performance with students. They also recommend course sequences based on student performance levels and high school graduation and/or college entrance requirements. **Students are encouraged to share and discuss their personal learning plans** with their parents, and parents are invited to discuss the plans with a designated staff member if they wish to do so. When students are scheduled into programs, they are generally required to remain enrolled for the year. Because of the rigidity of the school's schedule and course prerequisites, **changing from one program to another is difficult.** The school has procedures for providing students and parents with **basic information** about the high school and about college entrance requirements and application dates. The school recognizes the need to **extend the application of knowledge**. Students experience skills in researching and knowledge of resources for future use.	**Students' personal learning plans** are used primarily for scheduling classes and are simple check sheets of required courses for graduation and/or college entrance. **Understanding the connections** between school, college, and careers is the student's responsibility, and many students see little or no relationship between the school curriculum, future career opportunities, and their own academic performance. Developed by the school staff (usually counselors), **the students' learning plans** may periodically be shared with the students and their parents in order to inform them of the student's progress in meeting institutional requirements. Students and parents are given basic **information** about the high school prior to registration for classes. Students are registered for required courses and make selections of electives based on the prerequisites and availability of the class. **Courses are set for the year or semester** and interim changes are discouraged. Some information about colleges is available at the school for parents and students who are interested. The **school focuses on knowledge of content**. Students experience instructional strategies that focus on content, skills, and ideas of the lesson at hand.

* "All students" includes students with limited English proficiency and students enrolled in special education.

B. CURRICULAR PATHS
CRITERION B3

Upon graduation, all students are prepared to continue the pursuit of their academic and occupational goals.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Are all students prepared upon graduation to continue their academic and occupational goals?

Suggested Evidence:

- Extent to which all students have access to a rigorous core curriculum as well as opportunities to explore real-world applications of their educational interests; examples of how the school has avoided tracking
- Extent to which the school's educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
  - Processes for monitoring students and their plans
  - Processes for making changes in classes, programs
- Strategies for smooth transitions to post–high school options (e.g., plans and programs in place which facilitate these transitions)
- Follow-up studies of a wide variety of graduates
- Other evidence identified by the school

CRITERION B3: Upon graduation, all students* are prepared to continue the pursuit of their academic and occupational goals.

STAGES

All students enroll in sequences of courses that prepare them for success in postsecondary education and career-technical preparation. The curriculum and course sequences, many with career themes or links to community resources, build on the knowledge and proficiencies in the academic foundation. Instructional staff work collaboratively with community resources to continuously improve the curriculum and actively involve students. **All academic core courses and program majors** are open to all students and focused on providing clear options for postsecondary education and careers. **The school actively participates in partnerships with postsecondary institutions** in order to encourage and support all students in seeking higher education and professional career opportunities. As a result of these partnerships, students receive technical training and have opportunities to explore postsecondary options and understand the **relationship between current course work, future career opportunities, and their own academic performance.** A number of business partners serve as content consultants who collaborate with the school to translate student outcomes into a real-world curriculum. Each year more students are prepared either for college or to enter technical preparation programs and career-related jobs. The school community works together to plan and implement ways of **following up on graduates.** This information provides a greater understanding of how to continue to improve the success of students after high school.	**Graduating students are prepared to choose from a variety of options that include college and/or post–high school technical preparation or jobs.** When it is clear that students are likely to pursue jobs after high school rather than college, they are encouraged to take academic and vocational courses that will prepare them to move beyond entry-level positions. Whatever their postsecondary plans, **students are encouraged to take the most rigorous program they can handle** and are supported in such programs. **The school collaborates with postsecondary institutions** to encourage students of varying backgrounds to gain academic success in order to pursue higher education and professional career opportunities. Students have access to both technology and community resources that can help them to explore the **connections between high school course work, future opportunities, and their own academic performance.** The school is responsible for gathering information on the **success of their students after graduation.** College reports, informal business community responses, follow-up studies from specific programs, and verbal reports from students invited back serve as the main source of information to trigger dialogue about improving processes for student preparation.	**Students are given the option of taking college preparatory classes, vocational programs,** or general education programs, which allows them to select from available electives in addition to classes required for graduation. Students are encouraged to choose courses that both meet the established requirements and will benefit them in postsecondary efforts. **Predetermined standards** (e.g., test score cut-offs, prerequisites, prior performance) **determine which courses students can take.** The school **encourages all students to consider postsecondary** education and professional career options. Recruiters and targeted programs such as MESA and Early Outreach are invited to campus. Many students, especially those performing at the high end of the academic spectrum, **understand the connections between high school course work and requirements, postsecondary options, and academic performance.** To learn more about the **success of its students after graduation,** the school depends primarily on follow-up reports from colleges and specific programs, which are distributed to departments for discussion.	**Students are tracked into courses** that are designed to prepare them for success only at their perceived ability levels. Because tracking is divided primarily into college prep or non–college prep programs, students have few real options for changing once they have been assigned to a track. The **school maintains linkages with those postsecondary institutions** aimed at students performing at the high end of the academic spectrum. Students' academic experience is not linked with career exploration and options, however, and students' course selection is guided solely by institutional requirements and perceived ability levels. **Upon graduation many students are unaware** of how their high school experience has prepared them for life beyond high school. The school relies on informal reporting from parents and past students, from records from colleges to learn **about postgraduate student success,** and required follow-up done for specific programs.

* "All students" includes students with limited English proficiency and students enrolled in special education.

C. POWERFUL TEACHING AND LEARNING

CRITERION C1

To achieve the schoolwide learning outcomes, all students are involved in challenging learning experiences. Teachers utilize a variety of strategies and resources, including technology, that actively engage students and help them succeed at high levels.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Are all students involved in challenging learning experiences to achieve the schoolwide learning outcomes?

Suggested Evidence:

- Student work that illustrates the extent to which all students are involved in learning that helps them achieve the schoolwide learning outcomes
- Interviews that illustrate the extent to which students recognize the schoolwide learning outcomes
- Other evidence identified by the school

Do teachers use a variety of strategies and resources, including technology, to engage students and help them succeed at high levels?

Suggested Evidence:

- Extent to which teachers work as coaches to facilitate learning for all students
- Student work that shows the extent to which technology is used to help students achieve the schoolwide learning outcomes
- Student work that illustrates the extent to which current teaching practices provide all students with the tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover, and invent knowledge on their own
- Other evidence identified by the school

CATEGORY C: POWERFUL TEACHING AND LEARNING

CRITERION C1: To achieve the schoolwide learning outcomes, all students* are involved in challenging learning experiences. Teachers utilize a variety of strategies and resources, including technology, that actively engage students and help them succeed at high levels.

STAGES

Teachers utilize **state curriculum frameworks both to reflect upon their teaching and as standards** for assignments, instructional activities, the development of a classroom learning community, and accomplishment of the schoolwide learning outcomes. They frequently **try innovative methods** encountered through research and professional development activities. Throughout the school, teachers use **strategies that require active involvement of the learner** and help students develop an array of techniques to organize, access, and apply knowledge. Inquiry is the norm at all levels and in all subjects. Teachers use approaches that consistently help students to construct meaning, elaborate beyond content, regulate their own learning, and connect to existing knowledge. They redesign and modify courses to be more challenging, satisfying, and rigorous by focusing on such goals as depth of knowledge, student collaboration, long-term projects, and revision of work in progress. **Teachers** are coaches and facilitators of student learning. The use of **technology** is well coordinated and aimed at helping all students to achieve the schoolwide learning outcomes. All teachers are able to **guide their students** in using technological tools to enhance skills, access a variety of databases, apply knowledge, develop hypothesis, explore topics, work on projects, and search out information about colleges, careers, and related data.	Teachers regularly **review and revise their courses** to make them more effective and more closely aligned with the schoolwide learning outcomes. They use a **variety of information sources** (e.g., current research and assessment results) as a basis for redesigning methods, presentations, activities, and assignments. They attempt to challenge many of their students intellectually, and they also try to **guide all student learning** through direct instruction and interaction. **Teachers see themselves as guides and learners** who continue to develop their knowledge about both their subject area and their teaching practices. They encourage their students to explore and to grow. The use of **technology** is coordinated to focus on student learning. Many teachers are skilled in using technological tools, and they help the computer teachers and other designated staff to explore both new uses of technology and how technology can enhance instructional methods. Technology is used as a means of teaching students how to improve verbal and computational skills, access databases, and apply knowledge and manipulate data for developing hypotheses, exploring topics, working on projects, searching out information about colleges and careers, and related data.	Teachers **present consistent but repetitive course work year after year,** changing approaches, activities, and assignments only when they are given ideas or directives through staff development programs, workshop presentations, or textbook instructional guides. They **refer to textbooks and course outlines** to prepare and sequence class sessions, reinforce students' learning, and serve as a basis for judging students' effort and achievement. **Teachers see themselves as content area experts,** and they encourage their students to learn as much as they can. The use of **technology** in the school is primarily focused on staff needs such as record keeping. However, technology is available for computer and business skills classes. Other uses of technology are the result either of grants or individual staff projects. Computer teachers and other staff are often available to help students learn how to enhance verbal and computational skills, access databases, explore topics, and produce technology-aided projects.	Teachers rely on **the same course work year after year.** Their methods focus on covering the material, helping students learn factual information, testing, and grading final products. **They act as sources of information and judges** of student performance, using methods primarily designed to disseminate information. **Teachers see themselves as content area experts** who present their knowledge through lectures and presentations and expect the students to learn what has been covered. **Technology** is used primarily for record keeping and data collection, although there may be a limited number of business skills or computer classes for students.

* "All students" includes students with limited English proficiency and students enrolled in special education.

BEST COPY AVAILABLE

C. POWERFUL TEACHING AND LEARNING
CRITERION C2

All students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Collaboration about teaching and learning occurs (1) among staff, (2) between staff and students, (3) among students, and (4) between school and community.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?

Suggested Evidence:

- Student work that shows that students have frequent opportunities to participate in activities related to real life and their real world
- Student work that shows that students are, over time, becoming more adept at gathering information and presenting it in written, oral, and multimedia formats
- Student work that demonstrates the extent to which learning is structured so that students organize, access, and apply knowledge they already have through such activities as:
  - Relating new information or learning tasks to personal experiences and knowledge
  - Using concrete examples and experiences and finding analogies, metaphors, and similes that deepen their understanding of the topic
  - Critiquing and evaluating new information in relation to what they have experienced and know
- Student work that shows that students are able to think, reason, and solve problems in group and individual activities, projects, discussions, and debates and inquiries related to investigation
- Extent to which students know beforehand the standards/expected performance levels for each area of study
- Other evidence as identified by the school

Does collaboration occur (1) among staff, (2) between staff and students, (3) among students, and (4) between school and community?

Suggested Evidence:

- Extent to which teachers structure learning situations so collaboration occurs among students as it would occur in real-world situations; degree to which group projects involve students with diverse backgrounds and abilities
- Structured opportunities which exist for teachers to collaborate: extent to which teachers work with each other to plan and evaluate learning experiences
- Extent to which school staff, parents, and community members work together on teaching and learning
- Other evidence identified by the school

CRITERION C2: All students* experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Collaboration about teaching and learning occurs (1) among staff, (2) between staff and students, (3) among students, and (4) between school and community.

STAGES

Learning is linked to **clearly defined standards,** and students know beforehand the standards they must attain for each unit of study. Students make choices about their work based on their interests, skills, learning styles, and knowledge of expected performance. Learning experiences regularly involve students in **formulating and solving problems**, working in teams, communicating about their work, reflecting on and revising work in progress, and refining interpersonal skills. Students have frequent opportunities to create new knowledge by reflecting on what they already know. They solve problems and create products that have personal and public value beyond the classroom, and student work is routinely celebrated and critiqued by a variety of audiences. Students demonstrate the ability to **apply their knowledge** across disciplines; in courses, programs, and **activities that integrate academic and career-technical content**, and in real-world situations through multidisciplinary portfolios, public forums, etc., that are reviewed by peers and community panels. Students spend significant parts of each day in **collaborative work**. Both in and out of the classroom, teachers and students work together as colearners. **Students frequently show** interest, enthusiasm, curiosity, engagement, perseverance, a willingness to work hard, and a commitment to achieving the schoolwide learning outcomes. There is active involvement of **community members** in the teaching and learning process. Student work is demonstrated across the disciplines through community-based activities and assessed by teams including community members.	Students are encouraged to take an active role in their own learning, and learning experiences are structured to include some student choice relative to their interests, learning styles, and teacher expectations. In the more rigorous classes, students experience approaches that involve **inquiry, formulating and solving problems**, teamwork, reflecting on and communicating about their work, and revising work in progress. Students are encouraged and given opportunities to **apply their knowledge** in classes and in situations outside of school, including curriculum-based competitions, exhibitions, and real-world applications. They also participate in **course work integrating academic and career-technical content**. All students are involved in **collaborative activities** and in learning that reflects real, meaningful tasks and products. Teachers engage students in challenging intellectual pursuits within class and/or cocurricular activities. **Students demonstrate** enthusiasm and commitment in meeting school expectations and accomplishing the schoolwide learning outcomes. The school is beginning to make an organized effort to include **community members** in the teaching and learning process. Community partners contribute to curriculum development and assessment as required for specific programs, and occasionally in other areas of the school's teaching program.	Although some enrichment activities require higher-order thinking and inquiry, the majority of **student work relies on passive and rote learning**, with a focus on a quest for teacher- or textbook-defined correct responses. Students work toward the test or other final demonstrations of learning, which define the level of performance. Students occasionally work in pairs or small groups on drill, memorization, or review tasks. Typically they do not work together on long-term projects or problem-solving activities or in classes or programs which **integrate academic and career-technical content**. Independent individual-focused learning is the norm. **Students are** often ambivalent about school, seeing only limited connections between the classes, the school's expectations of them, and life outside of school. **Community members** participate on advisory groups for specific programs and contribute to curriculum development and program evaluation. Additional input to the teaching and learning process occurs through panel presentations and guest speakers.	Throughout the school, **learning experiences** tend to focus on presenting information and reinforcing student recall. They are structured by teachers, textbooks, and traditions. Students are often unaware of the connection between school and the real world or between academic and vocational content. Generally students are presented with information to assimilate and skills to replicate and refine, and they view success as responding to prompts with correct answers. **Students are encouraged to do their own work** to demonstrate knowledge and skills they alone have acquired. Teachers provide assignments, direction, and information as the ingredients students work with to assimilate knowledge. Instructional time is dominated by multiple-choice, fill-in-the-blanks, skill-and-drill, and simple-response activities. **Community members** are included as occasional guest speakers or as required members of advisory groups. In this capacity, they are used to validate what has been developed by the school staff.

*"All students" includes students with limited English proficiency and students enrolled in special education.

BEST COPY AVAILABLE

C. POWERFUL TEACHING AND LEARNING

CRITERION C-3

Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Do students routinely use a variety of resources for learning, and do they engage routinely in experiences beyond the textbook and the classroom?

Suggested Evidence:

- Student work that reflects the materials and resources beyond the textbook available to students, such as:
  - Utilization and availability of library/multimedia resources and services
  - Availability of and opportunities to access data bases, original source documents, and computer information networks
  - Experiences, activities, and resources which link students to the real world
- Extent to which opportunities for shadowing, apprenticeship, community projects, and other real-world experiences and applications are available to all students

CRITERION C3: Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom.

STAGES

Students demonstrate the ability and confidence to access a range of useful information through **resources that employ a variety of media,** and they are frequently encouraged to use such resources. **Primary source documents, community resources, and field experiences** are an integral part of every student's learning experience and are clearly tied to the schoolwide learning outcomes. Computer technology is used as a tool to access databases, on-line networks, and original documents and information resources beyond the classroom. Students use a variety of **opportunities for field experiences and real-world problem solving.** These experiences occur within the classroom—listening to and interviewing outside speakers, taking part in simulations, etc.—as well as outside the classroom—in-depth research, observation, community service, interviewing, career shadowing, internships, and active decision making and problem solving in the community. Students are also encouraged to participate in programs such as Junior Statesmen, Junior Achievement, Academic Decathlon, extracurricular clubs, and ROP.	In many classes **primary source documents, community resources, computer technology, and field experiences** are used to enhance student learning and motivation. In classes where research is required, representatives of the community are invited to speak from time to time, and field trips are organized to support student learning and understanding. In addition, students are encouraged to participate in schoolwide assemblies and forums as well as programs such as Junior Statesmen, Junior Achievement, Academic Decathlon, extracurricular clubs, ROP, or other technical preparation programs that provide **field experiences and real-world connections.**	Teachers occasionally use **primary source documents, community resources, and field experiences** in order to enhance students' learning and motivation. Students have the opportunity to join extracurricular clubs or enroll in ROP or other technical preparation programs that provide **field experiences and connections** to the world outside of school.	Typically the students' learning experiences are **defined by the textbook and the teacher.** Some teachers require research papers in order to reinforce and extend learning. Clubs and technical preparation programs are available that provide **field experiences and connections** to the real world outside of school.

D. SUPPORT FOR STUDENTS' PERSONAL AND ACADEMIC GROWTH

CRITERION D-1

All students receive appropriate support to help ensure academic success.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Do all students receive appropriate support to help ensure academic success?

Suggested Evidence:

- Support mechanisms which the school has established to ensure access to and success within an integrated, meaning-centered curriculum for all students
  - Instructional resources available through library/media services and facilities
  - Strategies which promote a more personalized approach to learning
  - Alternative instructional options which allow access to and progress in the rigorous core curriculum
- Purpose and effectiveness of the school's ESL program and its relationship to the rigorous core curriculum
- Description of how all students with special needs are allowed access to a rigorous core curriculum (GATE, ESL, special education)
- Extent to which the master schedule reflects the school's support for all students to have access to the rigorous core curriculum
  - Comparison to course recommendations in the frameworks
  - Demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
  - Availability of classes to all students, e.g., schedules and the rationale for placements of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes

CATEGORY D: SUPPORT FOR STUDENTS' PERSONAL AND ACADEMIC GROWTH

CRITERION D1: All students* receive appropriate support to help ensure academic success.

STAGES

Enrollment in all classes reflects the **diversity of the students**, and **all students**, whatever their abilities, receive continual encouragement to meet the challenges of a thinking, meaning-centered curriculum. **Teachers** know their students well enough as individuals to personalize instruction, and they use a wide variety of approaches and teaching strategies to make sure that all students have opportunities to be both academically challenged and successful. **Existing resources and support activities** are focused on helping all students to achieve the schoolwide learning outcomes. Various forms of **technology** (e.g., computers and other media) help to provide access to the curriculum and support for all students. Extensive and up-to-date **library** services and resources are available throughout an extended day and are integrated in and articulated with the curriculum and schoolwide learning outcomes. **Students who need support** in meeting the rigorous demands of the curriculum can rely on a **network of integrated and fully articulated services,** including individual and small-group tutoring; special enabling courses; and sheltered courses that parallel both the content and concepts of the A–F requirements. Services for students with special needs are carefully tailored to encourage them to attain the highest possible academic levels. **Student support is proactive and positive**, not remedial or judgmental. Student learning and active inquiry are paramount, and no student is stigmatized for asking for support.	**Classes at all levels** are characterized by **diverse student groups**, and all students, whatever their abilities, are continually encouraged to meet the challenges of a thinking, meaning-centered curriculum. **Teachers** are knowledgeable about their students' learning needs and modify their approaches to maximize the learning potential of all students. Support activities and services are focused on providing support for students to be successful in an academically rigorous curriculum. This support includes **technological support**, which may be limited to a few specific courses and a technology or computer lab that is easily accessible to students, both during and after normal school hours. Students have a wide range of tutoring opportunities. Students also have access to an **extensive school library**. For **students with special needs** in successfully meeting the demands of the curriculum, a variety of options are available. These include tutoring and enabling or sheltered courses. Additional services or programs (e.g., MESA) are offered through the school or district. All of these services are provided **in a manner that respects students.**	Course requirements vary greatly according to "level" (college preparatory, general, basic, etc.), and **classes tend to be grouped homogeneously**. **Teachers** know the levels of their classes and demand less rigorous work from students they perceive as being at lower levels. Students who enroll in college preparatory courses experience a thinking, meaning-centered curriculum, but many of those who enroll in general or basic courses do not. Support in the form of **technology** (e.g., computers) and **library** resources is available for those who are either most interested or most in need, but it is less accessible to "general" students. **Students who need special support** or enrichment in meeting the challenges of rigorous courses are encouraged to get tutoring and/or make use of available school or community library facilities and services. Students whose primary language is one other than English may take sheltered courses that allow them to learn many of the basic concepts presented in the parallel courses, and students with special needs are provided special classes and programs. Students receiving special services are ambivalent about them. While they find the services helpful and tend to socialize with the other students, they **believe that the school regards them as having less potential than students in other groups.**	In classes, **students are grouped homogeneously. Teachers** respond to the ability levels of their classes and modify the content accordingly. **Students who need support** in meeting the challenges of rigorous courses are encouraged to take courses that demand less of them, and tutoring, either individually or in small groups, is provided only when students pursue it. The school **library** has limited hours and resources. Students who enroll in sheltered courses receive curricula that focus mainly on accumulating vocabulary and factual information related to their parallel courses. The school supports students with special needs by providing assistance and services mandated by law. Those who do receive special programs or services **feel singled out and stigmatized.**

* "All students" includes students with limited English proficiency and students enrolled in special education.

D. SUPPORT FOR STUDENTS' PERSONAL AND ACADEMIC GROWTH

CRITERION D-2

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

Suggested Evidence:

- Strategies which ensure that all students are successful and connected to the school
  - Level of teacher involvement with students in the classroom
  - Existence of a curriculum which promotes inclusion
  - Level of teacher involvement with students out of the regular classroom activity (e.g., club sponsorships, teacher participation in extracurricular and cocurricular activities, advisorships, homeroom, and student advocacy programs)
  - Systems which connect students of different backgrounds to the school community and each other such as clubs, forums, and formal school activities
  - Connections of cocurricular and extracurricular activities to the school's schoolwide learning outcomes
  - Processes for regular review of student and schoolwide profiles
  - Processes and procedures for interventions that address retention, redirection, and retrieval
- Interviews with students and staff to learn the effectiveness of these strategies
- Extent to which the services, activities, and opportunities for assisting students in reaching their goals are coordinated, integrated, and networked to provide comprehensive support
- Direct connections between schoolwide learning outcomes and allocation of resources to student support
- Services available to students, such as
  - Counseling/advisory services
  - Articulation services (into high school, level to level, and post–high school)
  - Psychological and health services or referral services
- Other evidence identified by the school

CRITERION D2: Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

STAGES

A comprehensive system of support ensures that all students are connected to the school in meaningful ways through the academic program, extracurricular activities, and/or counseling and health services. **Teachers and staff** know the students as individuals, and each student is connected to at least one adult who provides support and guidance. Staff members initiate formal and informal discussions or procedures aimed at seeking support and solutions when a student is not successfully working to achieve the schoolwide learning outcomes. **School-sponsored activities**, such as clubs, sports, and service organizations are tied to the schoolwide vision of success for all. Student participation in these activities reflects the diversity of the student population, and all students feel accepted and supported as participants. The **approach to guidance and counseling is schoolwide, focusing on** students' personal and academic interests and goals. The guidance and counseling staff (or designated personnel) works with the students to look at prior experiences, and personal needs in relation to both academic courses and career paths. Counselors or advisors also work with administrators, teachers, and other members of the school community to identify **students who may be at risk** and to intervene effectively. When in need, students and their families can easily access social, psychological, and health services through a **school-based network of school and community organizations** that work together to solve problems and share resources.	**Many opportunities are available** through the academic program, extracurricular activities, and/or counseling and health services so that students can feel **connected to the school and supported by it. Teachers and staff** know the students as individuals and provide support and guidance. The staff uses a formal process for identifying and finding solutions to student personal, academic, and behavior problems and making referrals to counseling, special programs, or administration for further assistance. Diverse students participate in a wide variety of **school-sponsored activities** such as clubs, sports, and service organizations designed to maximize opportunities for success. The school's approach to **guidance and counseling or advisories** is primarily academic, focusing on student achievement, performance, and behavior. However, the guidance and counseling staff (or designated personnel) works with and advocates for **students at risk**, providing referrals or information about **school and community social, psychological, and health services** when appropriate.	Some attempt is made to reach out to and **support students in a systematic way.** The school places priority on student attendance and attempts to contact students and parents whenever absences occur. **Teachers and staff** know the students who excel and those who are at risk, providing encouragement and advice whenever possible. Most staff discussions center on student behavior and learning problems, but these issues are viewed as being the responsibility of the principal and other administrators. Students who qualify are encouraged to participate in **school-sponsored activities** such as sports and clubs that have open membership and tryouts, but participation often follows a pattern determined by students' peer and social groups. Although the focus of **guidance and counseling or advisories** is primarily on academics, scheduling, course selection, graduation requirements, and college entrance requirements, counselors and advisors do attempt to identify students at risk. **These students and their families are encouraged** to utilize **school and community social, psychological, and health services** when needed.	**Students are responsible for their attendance and participation in school-sponsored activities. Teachers** focus on academics while **other staff members** focus on the routines of running the school, and students often feel that they have little or no personal contact with adults in the school. Most staff discussions are informal, centering on problems related to the classroom, student behavior, or the administration. **School-sponsored activities** such as clubs, sports, student government, and service organizations are independent from the academic program. Because equity in participation is prevented by either real or perceived barriers, many students have a feeling of not being wanted or accepted in school activities. **Guidance and counseling or advisories** focus primarily on scheduling or graduation and college entrance requirements. In the absence of a formal system of early identification or effective intervention, staff discussions of **students at risk** occur only on an anecdotal basis. Accessing services and taking care of **social, psychological, and health needs** is seen as the responsibility of the students and their families.

BEST COPY AVAILABLE

D. SUPPORT FOR STUDENTS' PERSONAL AND ACADEMIC GROWTH

CRITERION D-3

The school leadership employs a wide range of strategies to encourage parental and community involvement.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Does the school employ a wide range of strategies to encourage parental and community support?

Suggested Evidence:

- Descriptions of the links with parents and community
  - Community service opportunities for students
  - Systems that include parents as partners
  - SIP (School Improvement Program) site councils
  - "Restructuring" committees
  - School governance
  - Course development and implementation
- Ways to identify and use local resources provided by parents and community
- Strategies for involving parents who do not speak English
- Methods used to involve parents and community members in the school's decision-making processes
- Interviews with parents and community members to gather their perceptions of their involvement with the school
- Other evidence identified by the school

CRITERION D3: The school leadership employs a wide range of strategies to encourage parental and community involvement.

STAGES

The school has **a comprehensive system for communicating with parents and community members** and regards them as partners in planning, making decisions, developing schoolwide learning outcomes for students, solving problems, and providing opportunities for students to apply learning both at home and in the community. Parents are **actively offered a variety of options for contributing to the school's and students' success**. Parents volunteer at the school and in the classroom, participate as decision makers in school leadership teams, work with their children at home to extend and support learning, may take parenting and adult education classes to better support their child's development and learning, become informed about community resources and services, and actively involve themselves in ongoing two-way communication between the home and school. The **school staff know the families** and community that they serve and are utilizing the resources that families and community have to enable all students to achieve the schoolwide learning outcomes. Families routinely receive assistance during grade level transitions. **Communication** is routinely conducted in the appropriate home language(s). The **school forges links to the surrounding community in order to understand and** celebrate its diversity and build public confidence. Community members are welcomed as advisors who can also provide resources and services. The business community offers the school advice, resources, and real-world connections through such opportunities as student internships and mentoring.	The school has a system for **involving parents and community members** in problem solving and active decision making. The **principal and some faculty meet periodically with parents to discuss specific problems/issues**. Some parents regularly volunteer at the school and serve on committees that provide resources and support for both academic and nonacademic issues (e.g., fundraising, extracurricular activities, discipline policies, dress codes). The **school regularly communicates with parents** about upcoming programs, policies, events, and procedures through newsletters and bulletins. Attempts are also made to encourage home-to-school communication about a child's needs or schoolwide student needs. **School staff know about the families and communities they serve** and are working on plans to utilize resources that families and communities may have. **Communication** is often conducted in the appropriate home language(s). **Community members** frequently serve on advisory committees that provide resources and support for both academic and nonacademic issues (e.g., fund-raising, extracurricular activities, discipline policies). School officials routinely meet with the diverse members of the community and business sector through business organizations, service clubs, and other local organizations.	The school actively tries to make the best use of parents who offer to participate at the school, but **there is no comprehensive approach or plan for tapping the skills and talents of parents.** The school regularly **informs parents and the community** about upcoming programs, policies, procedures, and deadlines through newsletters and bulletins. Parents occasionally serve in advisory roles, particularly for input on policy decisions related to student behavior and participation. Support is generally provided in response to requests and needs as they surface. **Attempts are made to know the community and families that are served by the school.** **Communication** is primarily from school to home, although the school will respond to inquiries and requests as they surface. Sometimes communication is conducted in the appropriate home language(s). **Parents are the school's primary links** with the community and business sector, and the community occasionally serves as a source of student internships and employment. There are also ties to the community through service organizations, and from time to time students are connected with community resources that support them academically.	**Parents are seen primarily as valuable for fund-raising**. They are not considered as a resource that could make a significant impact on student academic success. **Community members and parents** provide some financial support, work experience opportunities, and participation in and support for extracurricular activities. In general, however, parents and community members know little about the day-to-day operations of the school and have few opportunities for involvement. Often the same group of parents are the ones who are actively involved. Although parents take part in social and extracurricular activities, they are not encouraged to play a role in the academic or policy decisions. **The school staff have little understanding of the resources available from the families and community they serve.** **Communication between the school and families** is limited in frequency and depth and is generally one-way. The issue of home language communication is addressed to meet the minimum legal requirements. **Communication between the school and the community**, including parents, is limited both in frequency and in depth. Contacts between the school and the community occur through school-sponsored programs such as ROP, work experience, and industrial and business classes.

BEST COPY AVAILABLE

D. SUPPORT FOR STUDENTS' PERSONAL AND ACADEMIC GROWTH

CRITERION D-4

The human, material, and financial resources, as well as the facilities available to the school, are sufficient and effectively used to support students in accomplishing the schoolwide learning outcomes.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

What are the human, material, and financial resources and the facilities available to the school?

Suggested Evidence:

- Description of the resources considered crucial to the operation of the school
- Appearance of the school's physical plant
- Availability of materials, space, and equipment to support student learning
- Number of staff members and the level of their professional expertise
- Other evidence identified by the school

Are these resources sufficient and effectively used to support all students in accomplishing the schoolwide learning outcomes?

Suggested Evidence:

- School plan that describes how resources will be utilized
- Means of coordinating resources to support all students' accomplishing the schoolwide learning outcomes
- Ways of applying district resources to students' accomplishing the schoolwide learning outcomes
- Other evidence identified by the school

CRITERION D4: The human, material, and financial resources, as well as the facilities available to the school, are sufficient and effectively used to support students in accomplishing the schoolwide learning outcomes.

STAGES

The school's leadership clearly **understands what resources are available and** has a plan to use these resources which supports achievement of the schoolwide learning outcomes. This plan includes a thorough knowledge of **resources** both within and outside the school and well-thought-out roles and responsibilities for all members of the school community. Within the school, faculty, support staff, noncertificated staff, administrators, and students are viewed as essential **members of a team,** all of whom have unique roles in enabling all students to achieve the schoolwide learning outcomes. Each individual at the school site recognizes his or her contribution as a potential resource to the school's success. **Funds exist which adequately support staff** through staff development, availability of learning materials, support personnel (teacher's aides and tutors), technical assistance, and technology. The **school's physical plant** is functional and attractive, free of graffiti, and clean. There are spaces on campus for students and staff to go for collaboration and research, in addition to space which adequately supports all classes. Laboratory facilities are available to meet the needs of all students and are supported by adequate supplies and materials. **There is an adequate supply of current textbooks**, other resource materials, and reference materials for every classroom. The library is well supplied with up-to-date materials and technology. The **district** is viewed as a partner in accomplishing the school's goals. Use of district resources is planned through a cooperative effort to enhance the school's program.	School staff members **understand the internal and external resources which are available** and are involved in continuing discussions on how to tap those resources to meet students' needs. There are many independent connections; however, there is no ongoing, systematic approach to resource utilization, although a planning effort is underway or at least being considered to best support student achievement of the schoolwide learning outcomes. **Classified staff** attend faculty meetings, principals meet with various departments and employee and parent groups, and everybody has a part to play in achieving student success. The **school's physical plant** is reasonably well maintained, and leadership and staff are actively working on enhancing the facilities and identifying strategies to do this. Laboratory facilities meet the needs of almost all students and have adequate supplies of materials. **Every classroom has a set of current textbooks**, supported with other supplemental resources. The school leadership is actively working to keep the library up-to-date in both materials and technology. Relationships with the **district** are characterized by a collaborative effort involving decision making and the allocation of resources. However, the school recognizes and accepts its responsibility in utilizing district resources as a part of providing a rich and meaningful program for students.	The school actively tries to make the **best use of available internal and external resources**, but there is no comprehensive approach or clearly thought-out plan for resource utilization. There is no direct connection of resources to student achievement of the schoolwide learning outcomes. **Staff are recognized as resources for student learning**, but only relative to job title and function. They know they are important to the school, but they do not necessarily have direct connection to student success. Their input is solicited only through a hierarchical structure. The **school's physical plant** is in less than ideal state of repair; however, it can still support a reasonable learning environment. Some landscaping and other aesthetic enhancements exist. Generally, problems with facility are solved on a crisis-response basis; there is no plan for ongoing improvement. Laboratories are adequately supplied; however, the number of lab rooms available does not support a total hands-on program for all students. **Every classroom has a set of current textbooks**; other supplemental resources are limited. The library is not modernized, and materials and technology are not considered to be current. Recognized needs are discussed with **district** staff members, and specific requests for assistance are taken to the district for support.	**Resources available to the school** are viewed in traditional ways. They are seen as valuable primarily when they make an obvious fiscal impact. A lack of schoolwide success is often seen as the result of inadequate state, district, or local financing. There is no connection made between student achievement and utilization of resources, except as a reason for past poor performance. Teachers are considered the only human **resources** at the school that make a significant impact on student success. Other school staff are not recognized for the part they play in student achievement, and generally are not used in helping students accomplish their goals. The **school's physical plant** does not support a good learning environment. Often, roofs are leaking, doors don't shut tight, heating and air conditioning don't work properly, and classroom furniture is in poor repair. While basic laboratory facilities exist, they often are not supported by adequate materials. **Textbooks** are out-of-date, in poor condition, and in short supply. Other resources are not available in the classroom, and those available in the library are antiquated. The school sees the **district as a resource primarily to** assist with routines and procedures and as a manager of scarcity.

E. ASSESSMENT AND ACCOUNTABILITY

CRITERION E-1

Teachers employ a variety of assessment strategies to evaluate students and to modify the curriculum and instructional practices. Students use assessment results to modify their learning in order to enhance their educational program.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?

Suggested Evidence:

- Nature and types of student assessment
- Method of determining growth and ways that the resulting information is used
- Basis upon which students' grades and performance levels are determined
- Examples of assessment embedded in the curriculum
- Examples of assessment for students whose primary language is not English
- Method of using assessment results as the basis for re-evaluation of the curriculum
- Examples of teachers involved in creating rubrics and standards
- Other evidence identified by the school

Do students use assessment results to modify their learning in order to enhance their educational progress?

Suggested Evidence:

- Student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life, performance-based tasks
- Extent to which assessment is used to improve instruction for students
- Examples of students involved in creating rubrics and standards
- Other evidence identified by the school

CATEGORY E: ASSESSMENT AND ACCOUNTABILITY

CRITERION E1: Teachers employ a variety of assessment strategies to evaluate students and to modify the curriculum and instructional practices. Students use assessment results to modify their learning in order to enhance their educational program.

STAGES

The school regards assessment as an integral component of the educational process rather than a response to outside demands. A **variety of assessment systems** are in place, and assessment that involves all staff is a continuing activity at the school. Formal and informal data on student achievement, including analysis of student products, are routinely gathered. These data are **analyzed** to evaluate student performance and identify appropriate strategies and activities for instruction and assessment. Teachers and administrators use this information to develop goals for teaching and as the subject for observations, discussions, and collegial feedback (including feedback from students). Students also conduct their own assessments, which, when combined with other assessments, lead to sustained achievement and excellence and provide a basis for evaluation and modifications of students' **personal learning plans.** Teachers incorporate **assessment tasks** into instruction in order to stimulate thinking, including students' ability to analyze, organize, interpret, explain, synthesize, evaluate, and communicate important experiences or ideas.	The school regards assessment as providing important feedback information and has regular formal **assessment procedures** in place that focus on systematic improvement in student performance relative to established norms or benchmarks. Assessment is designed to measure student knowledge, critical thinking, and communication skills. Student achievement data and documented improvements in student morale, attendance, and behavior are **analyzed periodically** to evaluate student performance levels and reflect on the effectiveness of instruction as well as to determine grades and plan subsequent instruction. Modifications in curriculum and instruction are made as a result of these analyses. Many teachers make efforts to **embed** assessment tasks into instruction in order to assess students' learning processes and ability to use knowledge and skills. Students are encouraged to consider their assessment results in relation to their **personal learning plans**.	**Data about student achievement** are collected sporadically and unevenly, often in response to external demands. Although these data are viewed as a means for improving instruction and documenting successful strategies or weaknesses in the program, there is a lack of expertise in assessment and an absence of a systematic process that makes improvement or meaningful change difficult. Thus, little real attention is paid to preventing student failure, and few changes in classroom instruction result from the assessment process. **Assessment** of student performance is based on **tasks** designed to measure what students have learned and, in some classes, how well they can communicate their knowledge to others. These assessments are used by teachers to give **students feedback** and determine grades.	**Data about student achievement** are collected as needed and generally on an individual basis. Although assessment reveals there are wide variations in student performance, the school's instructional strategies are uniform and unchanging. Students' backgrounds (e.g., poverty or deprivation) are viewed as reasons for poor performance. **Assessment** of student performance is viewed as separate from instruction, usually taking the form of end-of-unit or end-of-semester tests that measure what students have learned. These assessments are used to **judge** student performance and determine grades.

BEST COPY AVAILABLE

E. ASSESSMENT AND ACCOUNTABILITY

CRITERION E-2

The school, district, and community regularly review student progress toward accomplishing the schoolwide learning outcomes. Assessment results are reported to the entire school community on a regular basis.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Do the school, district, and community regularly review student progress toward the schoolwide learning outcomes?

Suggested Evidence:

- Examples of how progress of all students toward accomplishing the schoolwide learning outcomes is monitored
  - Means of determining and monitoring growth
  - Benchmarks and standards
- Notes from meetings during which discussions of student progress occur, including lists of participants
- Analysis of student work to determine achievement of schoolwide learning outcomes, including work of students with special needs
- Extent to which district and board are involved in the review process
- Extent to which school staff is involved in the review process
- Extent to which parents and other community members are involved in the review process
- Other evidence identified by the school

Are assessment results reported regularly to the community?

Suggested Evidence:

- Means of reporting student progress toward achieving the schoolwide learning outcomes to the community (forums, newsletters, and so on)
- Extent to which district and school board members are kept informed about the assessment results
- Examples of responses from community members

CRITERION E2: The school, district, and community regularly review student progress toward accomplishing the schoolwide learning outcomes. Assessment results are reported to the entire school community on a regular basis.

STAGES

The school and community establish **levels of accomplishment** for the schoolwide learning outcomes and create a system to continually assess student progress through a comprehensive assessment program that emphasizes student knowledge, performance, and depth of understanding. The **evaluation system and feedback loop** are linked to authentic assessment of schoolwide learning outcomes, as well as to expectations for each class, course, and discipline (i.e., there is a conscious effort to show how students are achieving the results through meaningful demonstrations of knowledge and skills). This assessment process encourages teachers and students to make connections between what they are teaching and learning and the schoolwide learning outcomes. The school, with support and assistance from the district, assesses its progress in meeting the schoolwide learning outcomes by **analyzing student performance** on its own internal assessments and on standardized tests. Drop-out and college entrance rates, both schoolwide and by subgroup (e.g., class level, gender, ethnic/racial grouping, special needs), are also reviewed. Also included is an evaluation of the school-related work outside the classroom. The school includes reports of individual student performance in each **student's graduation portfolio,** which is available for use by colleges and employers as an indicator of successful preparation for advanced study or work. The school provides **timely and appropriate reports** of its assessment and planning efforts to all its various stakeholder groups, ranging from those that need general information to those involved in teaching, decision making, and school governments. The assessment data are shared with **the district and board** and they drive district support to the school through program development and resource allocation.	The school establishes **levels of accomplishment** for the schoolwide learning outcomes and assesses student progress through a schoolwide assessment program that emphasizes student knowledge and performance and reflects students' depth of understanding. There is an ongoing **evaluation system and feedback loop**, both of which are linked at least in part to indicators of student learning. The school assesses its progress in meeting schoolwide learning outcomes by **analyzing student performance** on its own internal assessments; including analysis of student learning outcomes for individual classes, courses and subject areas, and student performance on standardized tests. Drop-out and college entrance rates are also referred to. The school includes reports of individual student performance in each **student's graduation portfolio.** The school provides **reports of its data** collection and planning efforts to a wide variety of stakeholder groups in the school community. The district provides comprehensive support to the school for analyzing performance data. The **district and board** give a high priority to providing support to the school in response to the assessment results.	Departments and individual teachers establish **expected levels of student accomplishment** by referring to tradition, teaching guides, and standardized tests. The staff's understanding of what should be involved in **meaningful performance-based accountability and assessment is superficial.** For example, although some form of project-based assessment might be used, it is not related to any concept of schoolwide learning outcomes. The school assesses **its progress in meeting students' needs** by referring to drop-out and college entrance rates; community commitment and reaction; staff satisfaction; and aggregated student scores on standardized tests. The school also charts course grades and standardized test scores, which are included in each **student's cumulative file.** Assessment data are **made available** to the public via school-parent organizations and newsletters or bulletins. Although the **district and board** review the data, support based on the data is piecemeal, inconsistent, and focused on short-term solutions.	Teachers establish **expected levels of student accomplishment** by referring to tradition, teaching guides, and standardized tests. **The school assesses its effectiveness** by listening to the comments of selected parents, community members, and teachers; by compiling student scores on standardized tests; and by collecting data regarding drop-out and college entrance rates. The school includes course grades and standardized test scores in each **student's cumulative file.** The school files **standardized schoolwide assessment data** and publicly acknowledges any improvement in student test scores. The school's standardized assessment data are a matter of public record, and the school publishes the required data in the School Accountability Report Card. When necessary, the **school cites standardized assessment data** to justify or modify programs, services, and resource allocations.

E. ASSESSMENT AND ACCOUNTABILITY
CRITERION E-3

The assessment of schoolwide learning outcomes drives the school's program development and resource allocation.

SUGGESTED QUESTIONS FOR SCHOOLWIDE FOCUS GROUP DISCUSSION

Does the assessment of schoolwide learning outcomes drive the school's program development and resource allocation?

Suggested Evidence:

- Examples of how assessment results have caused recent change in the school's program
- Examples of how professional development activities and topics have been determined by schoolwide assessment results
- Examples of how all stakeholder groups have been involved in a results-driven, continuous planning process
- Examples of how the site, district, and board decisions on allocation of resources are influenced by schoolwide assessment results

CRITERION E3: The assessment of schoolwide learning outcomes drives the school's program development and resource allocation.

STAGES

There are strong links between **data analysis** and the school's vision for schoolwide learning outcomes. Strategies, structures, actions, and the allocation of resources grow out of a systematic focus on learning, teaching, and continuing assessment of results. **Accessible, comprehensive, and accurate information** regarding student achievement at all grade levels is available to all members of the school community, helping them to assess the instructional program against established benchmarks and other programs, and stimulating innovative teaching practices affecting all students. Assessment data determine the **qualifications, requirements, and placement of teaching staff,** as well as all decisions regarding professional development. Each year the school compiles data on its **assessment of learning outcomes,** as well as other established indicators (e.g., SAT/ACT reports, Golden State results, ASVAB), and analyzes these data in relation to the school's level of achieving its vision and goals. **These analyses form the basis** of school and community discussions as well as subsequent recommendations for improving programs and services. They also guide future resource allocations.	There are clear links at the school between **analysis of available data,** the school's vision for schoolwide learning outcomes, and the **budget and use of available resources.** These links include a systematic and rigorous reliance on hard data that enables the staff to compare student performance to established standards across grade levels, both annually and during the course of the year, and to assess the effect of new teaching methods and other changes. These data guide **personnel assignments** and all **decisions** regarding professional development. The school collects the **results of its schoolwide assessment of student learning** and standardized school site assessments (e.g., SAT/ACT, Golden State, ASVAB) and **analyzes these data** as part of a review of the school's general level of accomplishment in meeting the schoolwide learning outcomes. **These analyses guide** decisions about programs, services, and resource allocations and the development of the long-term school plan.	The school is beginning to develop a systematic approach to **data collection and analysis** oriented toward long-term program planning and development. **Budget and resource allocation,** however, focus on short-term solutions and quick fixes. Planned changes are seldom interrelated or directed toward improving student achievement. **Teaching assignments** are generally based on seniority, the need to cover the master schedule, extracurricular assignments, and compliance with state credentialing requirements. Assessment results are sometimes used to identify individual staff problems and individual professional development needs. The school **collects standardized schoolwide assessment data on student performance** such as Golden State, ACT/SAT, and ASVAB. School site and district staff refer to these data in discussions focusing on programs, services, and resource allocation. Although data about the school and its community are gathered, the effort is random or sporadic. Only a few staff members are involved in any effort to examine and understand **the relationship between these data and student performance**. When positive results do occur, they cannot be directly related to program practices or changes.	Assessment is rarely perceived as a tool for school improvement, **resource allocation, or information on which to base decisions** for change or improvement. Proposed changes tend to address symptoms of problems rather than root causes. **Teaching assignments** are generally based on seniority and compliance with state credentialing requirements rather than feedback or assessment data. Use of physical plant, determination of needed instructional materials, teaching assignments, and budget and resource allocation support business as usual rather than promoting positive change.

BEST COPY AVAILABLE

Publications Available from the Department of Education

This publication is one of over 600 that are available from the California Department of Education. Some of the more recent publications or those most widely used are the following:

Item no.	Title (Date of publication)	Price
1204	Adult Education Handbook for California (1995 Edition)	$11.50
0883	The Ages of Infancy: Caring for Young, Mobile, and Older Infants (video and guide) (1990)	65.00*
1163	The Arts: Partnerships as a Catalyst for Educational Reform (1994)	10/10.00†
1225	Business Education Career Path and Model Curriculum Standards (1995)	10.75
1219	California Private School Directory, 1995-96 (1996)	17.50
1220	California Public School Directory (1996)	17.50
1273	California Special Education Programs: A Composite of Laws (1996)	no charge
0488	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	7.50
1264	Challenging Standards for Student Success (1995)	13.52
0874	The Changing History–Social Science Curriculum: A Booklet for Parents (1990)	12/5.00‡
0867	The Changing Language Arts Curriculum: A Booklet for Parents (1990)	12/5.00‡
0777	The Changing Mathematics Curriculum: A Booklet for Parents (1989)	12/5.00‡
1143	Children's Choices: A Cookbook for Family Child Care Providers (1995)	11.95
1179	Continuation Education in California Public Schools (1995)	7.25
0978	Course Models for the History–Social Science Framework, Grade Five—United States History and Geography: Making a New Nation (1991)	9.50
1034	Course Models for the History–Social Science Framework, Grade Six—World History and Geography: Ancient Civilizations (1993)	9.50
1132	Course Models for the History–Social Science Framework, Grade Seven—World History and Geography: Medieval and Early Modern Times (1994)	12.75
1247	Course Models for the History–Social Science Framework, Grade Ten—World History, Culture, and Geography: The Modern World (1995)	17.50
1180	Course Models for the History–Social Science Framework, Grade Twelve—Principles of American Democracy (1994)	15.25
1093	Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities (1994)	6.50
1045	Discoveries of Infancy: Cognitive Development and Learning (video and guide) (1992)	65.00*
1215	English-as-a-Second-Language Handbook for Adult Education Instructors, 1995 Edition (1995)	9.75
0041	English–Language Arts Framework for California Public Schools (1987)	5.50
0927	English–Language Arts Model Curriculum Standards: Grades Nine Through Twelve (1991)	6.50
1056	Essential Connections: Ten Keys to Culturally Sensitive Child Care (video and guide) (1993)	65.00*
1244	Every Child a Reader: The Report of the California Reading Task Force (1995)	4.50§
1124	Exemplary Program Standards for Child Development Programs Serving Preschool and School-Age Children (Spanish) (1994)	6.00
0751	First Moves: Welcoming a Child to a New Caregiving Setting (video and guide) (1988)	65.00*
0839	Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers (video and guide) (1990)	65.00*
0804	Foreign Language Framework for California Public Schools (1989)	6.50
0809	Getting in Tune: Creating Nurturing Relationships with Infants and Toddlers (video and guide) (1990)	65.00*
1083	Handbook for Teaching Vietnamese-Speaking Students (1994)	5.50‖
1253	Health Adoption Report: Review of Instructional Resources Submitted to the State Board of Education, Kindergarten Through Grade Eight (1995)	7.25
1064	Health Framework for California Public Schools, Kindergarten Through Grade Twelve (1994)	8.50
0737	Here They Come: Ready or Not—Report of the School Readiness Task Force (summary report) (1988)	4.50
0712	History–Social Science Framework for California Public Schools (1988)	7.75
1154	Home Economics Education Career Path Guide and Model Curriculum Standards (1994)	17.00
1140	I Can Learn: A Handbook for Parents, Teachers, and Students (1994)	8.00
1245	Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force (1995)	4.50§
1178	Independent Study Operations Manual, 1993 Revised Edition with 1994 Updates (1994)	30.00
1258	Industrial and Technology Education: Career Path Guide and Model Curriculum Standards (1996)	16.00

* Video is also available in Chinese (Cantonese) and Spanish at the same price, accompanying guide in English.

† Ten copies is the minimum number that can be ordered. For more than 10 copies, the price is 70 cents each for up to 99 copies, 50 cents each for 100 or more copies.

‡ Twelve copies is the minimum number that can be ordered. For more than 12 copies, the price is 40 cents each for up to 99 copies, 30 cents each for 100 or more copies. Editions available in languages other than English at the same prices: History–Social Science—Spanish (item no. 1053); Language Arts—Chinese (1145), Korean (1115), Spanish (0928); Mathematics—Korean (1142), Spanish (0891).

§ For orders of ten or more copies, the price is $4.00 each for 10 to 99 copies, $2.50 each for 100 or more copies.

‖ Also available at the same price for students who speak Cantonese, Japanese, Korean, Pilipino, and Portuguese.

Prices are subject to change. Please call 1-800-995-4099 for current prices and shipping charges.

BEST COPY AVAILABLE

Item no.	Title (Date of publication)	Price
1055	Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning (1995)	$12.50*
1057	Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care (1995)	12.50*
1269	Instructional Materials Approved for Legal Compliance, 1996 Edition	22.00
1147	It's Elementary! (Abridged Version) (1994)	3.50†
1024	It's Elementary! Elementary Grades Task Force Report (1992)	7.00
0869	It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers (video and guide) (1990)	65.00‡
1104	Just Kids: A Practical Guide for Working with Children Prenatally Substance-Exposed (1994)	8.25
1252	Just Kids: A Training Manual for Working with Children Prenatally Substance-Exposed (1996)	21.25
1227	Keeping Kids Healthy: Preventing and Managing Communicable Disease in Child Care (1995)	14.00
1155	Kids' Time: A School-Age Care Program Guide (1994)	10.50
1266	Literature for the Visual and Performing Arts, Kindergarten Through Grade Twelve (1996)	9.50
1216	Martin Luther King, Jr., 1929–1968 (1995)	7.00
1033	Mathematics Framework for California Public Schools, 1992 Edition	7.50
1183	Meeting the Challenge: A History of Adult Education in California—From the Beginnings to the 1990s (1995)	12.50
1144	Moral, Civic, and Ethical Education Handbook (1995)	9.50
1113	On Alert! Gang Prevention: School In-service Guidelines (1994)	6.50
1137	Organizing a Successful Parent Center: A Guide and Resource (1994)	4.25
1065	Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve (1994)	6.75
1221	Practical Ideas for Teaching Writing as a Process at the Elementary School and Middle School Levels (1996 Revised Edition)	17.00
1094	Program Quality Review Training Materials for Elementary and Middle Level Schools (1994)	7.50
0753	Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care (video and guide) (1988)	65.00‡
1118	Roads to the Future: Final Report (1994)	10.00
1117	Roads to the Future: Summary Report (1994)	8.00
1191	Safe Schools: A Planning Guide for Action (1995 Edition)	10.75
1127	Sampler of History–Social Science Assessment—Elementary, A (Preliminary edition) (1994)	8.25
1192	Sampler of History–Social Science Assessment: Winter 1994-1995 Addendum, A (1995)	8.25
1125	Sampler of Science Assessment—Elementary, A (Preliminary edition) (1994)	9.00
1246	School Attendance Review Boards Handbook: Operations and Resources (1995)	6.50
0870	Science Framework for California Public Schools (1990)	8.00
1040	Second to None: A Vision of the New California High School (1992)	6.50
0752	Space to Grow: Creating a Child Care Environment for Infants and Toddlers (video and guide) (1988)	65.00‡
1255	Taking Charge: Disaster Preparedness Guide for Child Care and Development Centers (1996)	9.50
1276	Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three (1996)	5.25
1260	Today's Special: A Fresh Approach to Meals for Preschoolers (video and guide) (1996)	16.00§
1044	Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups (video and guide) (1992)	65.00‡
1261	Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve (1996)	14.00
1185	Volunteer Programs in California Public Schools (1994)	10.00

* Other Infant/Toddler Caregiving guides also available at the same price: Creating Partnerships with Parents (item no. 0878); Language Development and Communication, (0880); Routines (0877); Setting Up Environments (0879); and Social-Emotional Growth and Socialization (0876).

† Single price applies to quantities up to eight copies. For more than eight copies, the price is $3.00 each for up to 99 copies, $2.00 each for 100–249 copies, $1.50 each for 250–499 copies, $1.00 each for 500 or more copies.

‡ Video is also available in Chinese (Cantonese) and Spanish at the same price, accompanying guide in English.

§ Also available in a Spanish edition of both video and guide (item no. 1262) at same price.

Orders should be directed to:

California Department of Education
Bureau of Publications, Sales Unit
P.O. Box 271
Sacramento, CA 95812-0271

Please include the item number and desired quantity for each title ordered. Shipping and handling charges are additional, and purchasers in California also add sales tax.

Mail orders must be accompanied by a check, a purchase order, or a credit card number, including expiration date (VISA or MasterCard only). Purchase orders without checks are accepted from educational institutions, businesses, and governmental agencies. Telephone orders will be accepted toll-free (1-800-995-4099) for credit card purchases. *All sales are final.*

The *Educational Resources Catalog* contains illustrated, annotated listings of departmental publications, videos, and other instructional materials. Free copies of the *Catalog* may be obtained by writing to the address given above or by calling (916) 445-1260.

Prices are subject to change. Please call 1-800-995-4099 for current prices and shipping charges.

96 75401
R95-72 (003-0889-96, 003-0810-96 3008-96 2M